DOCUMENT RESUME

ED 037 997 EM 006 141

AUTHOR	Comstock, George; Maccoby, Nathan
TITLE	The Day-to-Day Job of the Utilization Volunteer: Structure, Problems, and Solutions. The Peace Corps Educational Television (ETV) Project in Colombia: Two Years of Research.
INSTITUTION	Stanford Univ., Calif. Inst. for Communication Research.
SPONS AGENCY	Peace Corps (Dept. of State), Washington, D.C.
REPORT NO	RR-5
PUB DATE	Nov 66
NOTE	202p.; One of a series of 12 Peace Corps Documents. See also: ED017185, ED020663, ED020664, ED020665, ED020666, ED020667, ED020668, ED020669
EDRS PRICE	EDRS Price MF-$1.00 HC-$10.20
DESCRIPTORS	Case Studies, Changing Attitudes, *Critical Incidents Method, *Developing Nations, *Educational Television
IDENTIFIERS	Colombia, Peace Corps

ABSTRACT

For a report on a two-year research project designed to evaluate the introduction of educational television in Colombian schools by the Peace Corps, "critical incidents" which were collected from the utilization Volunteers (those in the field who were serving as educational television consultants) are presented. The first part of the report analyzes these "critical incidents", and discusses the purposes of their collection: to analyze the job and role of the utilization Volunteer, to provide training material, and to catalogue the difficulties instructional television is likely to encounter at the point of reception in the schools of a developing country. A review of school case studies is provided in the second part, and in Part Three the findings of these case studies are summarized and discussed. A final part consists of a casebook of over 100 "critical incidents" as they were reported by the Volunteers. (Author/SP)

ED037997

THE PEACE CORPS
EDUCATIONAL TELEVISION (ETV) PROJECT
IN COLOMBIA -- TWO YEARS OF RESEARCH

Research Report No. 5:

The Day-to-Day Job of the Utilization Volunteer -- Structure, Problems, and Solutions

By George Comstock and Nathan Maccoby

EM006141

a report of the
INSTITUTE FOR COMMUNICATION RESEARCH
STANFORD UNIVERSITY

ED0 37997

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

THE PEACE CORPS
EDUCATIONAL TELEVISION (ETV) PROJECT
IN COLOMBIA -- TWO YEARS OF RESEARCH

Research Report No. 5:

The Day-to-Day Job of the Utilization Volunteer -- Structure, Problems, and Solutions

By George Comstock and Nathan Maccoby

EM006 141

Institute for Communication Research
Stanford University
November, 1966

This research was conducted under Peace Corps Contract No. W-276, entitled, "To Provide Continuous Information on the Effectiveness of the Peace Corps Educational Television (ETV) Project in Colombia." This is one of 12 volumes in a series, The Peace Corps Educational Television Project in Colombia--Two Years of Research. Titles of the other volumes and some brief facts on the ETV Project and on the research can be found at the end of this report.

CONTENTS

	Page
Introduction	1
Background	1
Organization of the Report	5
Part I: The "Critical Incidents"	5
The "Critical Incident" Technique	6
Our Use of the Technique	7
The Analysis	11
Examples of Some Incidents	11
What the Incidents Show	14
Solvability	14
Kinds of Persons	17
Kinds of Problems	20
Persons and Problems	23
Volunteer Tactics	28
Persons and Tactics	30
Outcomes	33
Part II: The Case Studies	36
The Data-Gathering	36
An Overview of the Case Studies	38
What Television Schools Are Like	38
The School People	42
Volunteer Effort and Effectiveness	43
Crucial Factors in School Adaptation to Television	45
The Genesis of Good Television Use	47
A Sample Case Study	53

FOOTNOTES, continued

	Page
Part III: "Critical Incidents" and Case Studies: Summary and Discussion	62
Footnotes	69
Part IV: The "Critical Incident" Casebook*	
Introduction	I - III
The Incidents	1 - 122
Glossary	123
ETV Sites	124
Reports In This Series	at end
Brief Facts: The ETV Project, and The Research	at end

* separately paged

Of the more than 170 Volunteers who have worked in the Peace Corps Educational Television (ETV) Project in Colombia since its inauguration in 1964, about two-thirds have been utilization Volunteers. Their job has been to work with the teachers in the public elementary schools equipped with Peace Corps television to achieve effective use of the new instructional medium. Initially, their role was conceived by the Peace Corps to be primarily that of consultant in teaching methodology. As the project evolved, it became clear that much more was involved. We have come to call these added duties "school development." In this report, we focus closely on the role of the utilization Volunteer -- who he works with, and what he actually does. We do so by analyzing reports made by the Volunteers themselves of their daily activities. The emphasis is on description. The resulting picture is absorbing, not only because of the insight it gives into the work of these Volunteers, but also because its contrast with the initial conception of their role has important implications for Volunteer training, and the planning and management of Peace Corps projects concerned with the introduction of educational innovations such as in-school television.

Background

This is not the only report in which we give attention to the utilization Volunteer. In fact, quite early in our two years in Colombia with the ETV Project we concluded that this aspect of the project was one for which research would have high utility. Partly, this was because these Volunteers proportionally represented such a large share of the project's manpower. However, there were even more pressing reasons. One was that research during the project's first semester (February-June, 1964) indicated that the help on methodology given teachers by these Volunteers did not at that time have, by itself, much effect on the achievement of the teachers' pupils. Another was that research and observation indicated that their backgrounds and Peace Corps training did not fit the role they had to assume. On the one hand, most were selected because of their interest in applying television to education, without any background in education, although they were expected to become primarily consultants on teaching; on the other hand, once on the job they found it necessary to be concerned with many problems far removed from teaching, although their Peace Corps training had been concentrated on it. A third was that research and observation also indicated the solution of the problems -- in and out of teaching -- at the point of reception was crucial for the success of the ETV Project.

In our other research concerned with the utilization Volunteer, we investigated, among other things, the effect on pupil achievement of the teaching advice he gave the pupils' teachers, techniques which he might advise teachers to use that would increase their instructional effectiveness, techniques which he might use himself to increase his own effectiveness in gaining compliance from teachers, and the effects of his efforts on the success with which schools adapted to instructional television.[1] Although in all these studies we made considerable use of reports from the Volunteers, the principal data came from the testing of pupils or the querying of teachers after exposure to specially controlled conditions, or from the surveying of large groups of teachers. In this report, the principal data comes from the utilization Volunteers themselves, and consists of their own accounts, although obtained in a systematic way under our supervision, of what they did, their problems, their frustrations, and the tactics they used to overcome them. The bulk of the data consists of several hundred "critical incidents," each being a detailed report by a Volunteer of a "major" problem he encountered during a day as a utilization Volunteer. There are also some case studies of schools adapting to television over a semester in which the Volunteer assigned to the school recorded events as a participant observer.

Taken together, these "critical incidents" and case studies provide an extraordinarily detailed and rich picture. They obviously provide valuable training material. They are able not only to give the Volunteer a better idea of what his work will be like, thereby supplying both a guide and motive for adequately preparing himself, but they can also serve in a more active way -- as a basis for discussions of appropriate behavior in trying situations, and as a framework for the actual practice of new behaviors through role-playing. This is especially true of the "critical incidents," and so that some will be available for this purpose, as well as for their intrinsic interest, we have included as the final portion of this report a collection of over 100 complete incidents that was used in mid-1966 for Volunteer training. These "critical incidents" and case studies also give a good picture of some of the kinds of difficulties instructional television encounters in a developing country, as well as some idea of what these utilization Volunteers accomplished.

However, our primary goal is to provide an empirical explication of the role of the utilization Volunteer on which planning, operations, and especially training can be based.

This role evolved within a framework set by the project's organization and the format of the televised instruction. Within the organization of the project, it is the utilization Volunteer's job to help introduce televised instruction into the schools within a particular geographic area. He is assigned a number of schools with TV sets installed for which he is responsible. He visits these schools regularly until televised instruction of the pupils is a reality. When this is accomplished, he is assigned new schools. The format of the televised instruction describes the innovation he is concerned with introducing. The television provides the "core" of instruction for each televised course. Each course consists of two 15-minute televised lessons weekly over a semester, of which there were two each year (February-June, and July-November). However, the television is not intended to provide the sole instruction in these courses. Instead, the classroom teacher is expected to build his teaching around them. He is to prepare the pupils for each televised lesson with 15 minutes of teaching before the telecast, called "motivation," and to review, clarify, and provide practice in the televised material with 15 minutes of teaching after each telecast, called "follow-up." This "motivation" and "follow-up" teaching is to be prepared from Teacher Guides for each course, which are printed and distributed in advance of the telecasts and give the telecasting schedule, an outline of the content of each telecast, and suggestions for "motivation" and "follow-up." During 1965, when the "critical incident" and case study material was collected, television dominated the curriculum in schools with TV sets. Fifteen different courses in Natural Science, Social Science, Mathematics, Lenguaje, and Music were being televised for the first through the fifth grades, the five grades which make up the public elementary school curriculum in Colombia.[2]

The view held of the utilization Volunteer before the ETV Project began operation in 1964 was that he would be a teaching consultant, working mostly with teachers on an individual basis, and that the eagerness of teachers to adapt to television would make the transmission of advice easy. In order to get the most out of our data, we suggest that they be approached with a question: How should this picture be altered to better fit reality?

Organization of the Report

In Part I, we analyze the "critical incidents" collected from the Volunteers. In Part II, we review the school case studies. In Part III, we briefly summarize and discuss the findings. Part IV consists of a casebook of over 100 "critical incidents," just as they were reported by the Volunteers.

Part I: The "Critical Incidents"

We collected "critical incidents" from the utilization Volunteers twice during our two years with the ETV Project -- during the project's first semester in the first half of 1964, and a year later during the project's third semester in the first half of 1965.[3] We will deal exclusively with the incidents from 1965. This is because the 1965 incidents are in every way a superior collection. There are more of them (337 vs. 93), resulting in a more thorough sampling; they are more complete, accurate, spontaneous and honest, because they were collected daily rather than only at the end of a period, as were the 1964 incidents; and they reflect the project's normal operation and not the trials of getting it underway. We will begin with a brief discussion of the "critical incident" technique and our application of it before going on to the incidents themselves.

The "Critical Incident" Technique: The "critical incident" technique consists of the collection of observations of actual behavior in a systematic way for quantitative or qualitative analysis for one or more purposes. The kind of behavior, and the kind of analysis, depend on the purpose. The role of the incidents is to provide as true, accurate, complete and comprehensive reflection as possible of what people actually do in attempting to achieve some goal; the role of the analysis is to draw as much information as possible from this sampling of experiences which might be helpful in improving performance. The adjective "critical" refers to the relationship of the behavior to the goal: presumably, the behavior is crucial for its achievement. The premise of the technique is that empirical observations, since they represent what is rather than what should be and cut deeper (to the "nitty gritty," as popular phraseology puts it) than generalizations, constitute an irreplaceable source of knowledge about behavior. Its assumption is that a particular undertaking can be clearly enough defined so that meaningful observations of "critical" behavior can be made. As to collecting the incidents, whatever procedure promises the best sample -- true, accurate, complete and comprehensive -- can be used.

The technique grew out of studies in the Aviation Psychology Program of the United States Army Air Forces in World War II conducted by John C. Flanagan, psychologist, and others, and Flanagan has provided its fullest explication.[4] One of the first studies was an analysis of reasons for failure to learn to fly as reported by eliminated pilot candidates. Since then, it has been used in the military, business, industry, and government, including the Peace Corps. Among the many uses to which it has been put are the measuring of typical performance to establish criteria, the measuring of on-going performance, training, selection and classification, job specification, operating procedures, motivation and leadership studies, and counseling and psychotherapy.

As Flanagan points out, two of the principal difficulties in using the technique are that for none of the possible purposes is there a sufficiently developed theory of behavior which provides a ready-made set of categories for analysis, and that even once incidents are analyzed knowledge of human behavior is not great enough to permit unfailing prediction of the effects of what would seem called for in the way of remedies or changes. However, as Flanagan also points out, although "critical incidents" represent only raw data and do not automatically provide solutions to problems," they do constitute a "record of specific behaviors from those in the best position to make the necessary observations and evaluations" and provide "a sound basis for making inferences."

Our Use of the Technique: We collected the incidents we will analyze thoroughly during the first half of the first semester of 1965, which was the ETV Project's third semester of operation. This was the best possible period to represent the normal operation of the utilization program, since the Volunteers had had a full year of experience and the problems they were encountering were not unique to the inauguration of such a project.

We collected the incidents by a "problem diary" in which we asked the Volunteers to make daily entries over a three week period. We asked for daily entries because previous research with the technique has indicated that incidents are likely to be forgotten unless they are collected shortly after occurrence. Moreover, when we collected incidents covering many weeks of work by a single interview in 1964 we had considerable difficulty in evoking recall, and we decided another procedure would produce a larger and probably more representative sample of detailed accounts. We used a diary, which the Volunteers could complete independently, because they were too spread out geographically at the time to make regular interviewing feasible.

For the purpose of collecting the incidents, we specified the goal of the utilization Volunteers simply as "making ETV effective." We chose such a broad definition so that we would obtain a true record of their actual work, rather than one reflecting only some arbitrarily designated component. As incidents, we asked them to record one or more of the "problems" each day they encountered in accomplishing this. For each incident, we asked for as much detail as possible -- who and what was involved, what the Volunteer did, what the response was, and what, as far as could be told at the time, the outcome was. Detailed written instructions to provide a readily available reference on what was wanted were given every Volunteer, as well as forms to make diarykeeping easier. The procedure also was discussed in advance with about half the Volunteers. The incidents were collected every few days, and the first few were reviewed individually with each Volunteer to promote the completeness and pertinence of their future diary entries. The brief instruction that appeared on each page of the form diary describes succinctly what was sought from the Volunteer:

> Today, what difficulties did you encounter in making the educational television program effective? Please include these items in your reply: a) Who was involved? b) What was it about? c) What was said? By you? By the other person(s)? d) Were you able to affect a solution? If so, what did you do? If not, what happened?

Volunteer cooperation was excellent. After eliminating incidents that were too vague to be useful or were not pertinent to the television project, we had 337 incidents from 33 utilization Volunteers. It is these which we will analyze.

We collected the incidents for several purposes. Three major ones were: a) analysis of the job and role of the utilization Volunteer; b) provision of training material; and, c) cataloguing of the difficulties instructional television is likely to encounter at the point of reception in the schools of a developing country. For the first, we wanted an extensive body of detailed empirical data on what the utilization Volunteer does to serve as a basis for outlining the structure (by which we mean the kinds of persons and institutions with which the Volunteer works), problems, and customary tactics which have proved to be part of the role. It is on this role explication that most of the following analyses bear. What emerges is a guide based on true experience for the modifying of recruitment, training, and operations so that they fit needs as closely as possible. For the second, we wanted a collection of incidents which, in addition to whatever their quantitative analysis might show, would serve as a record rich in the vagaries of human interaction to give Volunteers in training a foretaste of what they would meet. For this purpose, we have included a casebook of over 100 incidents already used with apparent success in the training of a group of Colombia utilization Volunteers in mid-1966. For the third, we wanted a record prepared by those most intimately concerned of the problems apt to thwart this kind of educational innovation. As the casebook indicates, we obtained it. For this purpose, the Peace Corps ETV Project provided an unusual opportunity, since it is seldom that so many observers are available to pursue closely the trials of introducing instructional television into a developing country's schools.

We also found other purposes for the incidents. One by-product was that they provided some idea of what the utilization Volunteers were accomplishing. The incidents in the casebook present many examples of achievement. We do not give extensive treatment to this aspect of the data, since we assess Volunteer effectiveness on the basis of teachers' reports elsewhere -- a presumably superior approach because such a measure is obtained from someone other than the worker himself. Another by-product was data for the construction of a scale for use with teachers to measure the frequency of common television problems in the schools. This scale proved valuable as an index for measuring the project's progress in different geographical areas and as a means of pin-pointing individual schools that needed special attention, as well as serving as a criterion in our evaluating of Volunteer effectiveness.[5]

The Analysis: We classified each of the 337 incidents as to:

a) solvability -- whether the problem situation was one where the utilization Volunteer could be reasonably expected to act directly to affect a solution;

b) the kinds of persons involved in the problem or attempted solution;

c) what the problem itself was perceived by the Volunteer to be;

d) the tactics the Volunteer used; and,

e) whether the problem actually was solved.

For each of these points, we used categories that we judged to be both meaningful for our purposes and to encompass fully the variety in what was reported. We will not outline these categories in advance, since they appear in the course of the analysis. For the most part, we deal with 249 incidents involving problems on which the utilization Volunteer could take direct, local action since we are interested primarily in behavior that is irrevocably part of his role.

Examples of Some Incidents: So that the kind of material we will be classifying is clear, we have chosen four relatively brief incidents as examples. All four were classed as "potentially solvable," which means that they involved problems which the Volunteer could hope to resolve locally. Of course, other incidents can be found in the critical incident casebook included in this volume.

In the first incident the problem involves one teacher's adherence to the format and schedule required for ETV. The Volunteer attempted to solve the problem by working with this teacher individually, and he exerted little pressure -- simply explaining the need for change. The Volunteer believes the problem to be solved. The Volunteer's account:

> I arrived at one of my three schools which are using ETV at 8:00 A.M. to see the motivation* for Mathematics II*. However, the class did not enter the classroom until 8:14 (only a minute before the telecast); for the kids have to line up for a short exercise and prayer before going to their respective rooms. I talked to the teacher again about the importance of 'motivation' and told her not to lose time by going to her room and then to the ETV room. I think she got it. I decided also to talk to the Director* to have him make sure the classes are in on time.

In the second incident the problem again concerns one teacher, but the problem itself involved teaching techniques. Here also the Volunteer attempted to solve the problem by working with the teacher, and he did so by trying to explain. However, he felt he had failed by only obtaining surface enthusiasm -- perhaps the teacher will not apply the ideas at all, or if he does only for politeness sake and with no real understanding of the kind the Volunteer hopes would lead to lasting over-all improvement in his teaching. The Volunteer's account:

> In a Mathematics IV class today I tried to explain just what I thought the teacher should do for a 'follow-up' activity* -- that is, further explain the principle involved in the class so that the children would understand how to work other problems with different numbers but by the same principle. The problem was in communicating this idea. All I ever got as a response was a frequent and hearty 'si! claro! tiene razon! '* etc. He never questioned by comment or seemed to evaluate it in his own mind, but instead quickly and obediently copied it down.

---

*motivation -- the fifteen minutes of pre-telecast teaching by the classroom teacher to prepare the children to learn from the program.

*Mathematics II -- second grade mathematics.

*director -- principal

*follow-up -- the fifteen minutes of post-telecast teaching by the classroom teacher to review and clarify the material in the program.

*si! claro! tiene razon! -- yes! certainly! you are right!

*jefe -- literally "chief" or "boss"; here it refers to the "jefe del groupo," a teacher designated as having administrative responsibility for all teachers in his community.

I don't want teachers to blindly do what I suggest, but to question in a give-and-take discussion and in the end learn why I suggest something and accept it with understanding of its value, not because the 'Mister' says so and he is always right.

In the third incident the problem concerns the adequacy of a school for ETV. The person involved is a local school official who requests the Volunteer's aid; and the Volunteer attempts, unsuccessfully, to solve the problem by referring it to higher authority, a relatively rare tactic. The Volunteer's account:

> One of my poorer (financially) schools had moved into a relatively new building and had set aside one room as the TV room. This department-run school had been promised windows for the TV room for three months. It is insecure as it is -- the TV must be moved nightly. Finally, the jefe* appealed to me, saying that they couldn't use the TV when it rained because the rain came through onto the TV, and would I please visit a particular man in the Ministry of Education who had promised them windows three months previously. Today I went. The man remembered the school, but thought their request for windows had only been made 'last week' (the teachers at the school have been visiting this man's office continually for three months). Then he said that such a request would have to first go through 'Accion Comunal', a specialized department, and that it might take several weeks. But he hadn't yet prepared the petition, etc., etc. I hope it doesn't rain very often in the vicinity of this school.

In the fourth incident the problem concerns adherence to ETV format and schedule -- there is an informal Peace Corps rule against the doubling up of classes for TV viewing -- and the people involved are several teachers and the school's director (principal). The Volunteer tried to persuade the group to discontinue this practice by giving the reasons why it was undesirable, and was successful. The Volunteer's account:

> I walked into a school and found two classes watching TV together -- many were on the floor, not paying attention, unable to see... When I finally got a chance to talk with the director she brought up the point by asking me what I thought of the idea. I told her why it was not good -- it creates distractions, there is poor attention, poor discipline, etc. She and all the others saw the point and agreed that this was no way to teach effectively, so the practice stopped right there.

What the Incidents Show

First, we will identify those incidents whose problems fell to the utilization Volunteer to resolve. Then, we will examine these incidents in regard to persons, problems, tactics, and outcomes. However, before embarking on this extended analysis, we will try to learn what we can from the incidents whose problems could not be resolved locally by the Volunteer.

Solvability: The breakdown of the incidents by the potential solvability of problems by the utilization Volunteer is shown in Table 5:1. By a potentially solvable problem, we mean one which the Volunteer could conceivably resolve locally. As can be seen, 249 of the incidents, or 74 per cent, were of this kind. The remaining 88 incidents, or 26 per cent, involved difficulties with which the Volunteer had to live but which he could not himself settle.

We will deal exclusively with these 249 potentially solvable incidents in future sections. There are two major reasons for this. One is that we want to map the inherent components of the utilization Volunteer's role, and many of the problems which the Volunteer could not resolve locally are simply the frustrating residue of technical failures (such as a breakdown of transmission equipment) or human errors (such as the airing of a videotape at the wrong time) in other parts of the project that can hardly be looked upon as inevitable. On the other hand, the 249 potentially solvable incidents are of the sort which the utilization Volunteer will always have to face. Another is that we want to sketch as completely as possible what the Volunteer's work involves, and the incidents which the Volunteer could not resolve locally demand from him a limited and largely uniform response -- mollification, explanation, and guidance. They do not profit by analysis beyond straight description, simply because we learn about as much as we can from them at that point. On the other hand, we can learn a great deal from the 249 potentially solvable incidents just because they could invoke extensive and varied action from the Volunteer.

However, we do not wish to suggest that incidents whose problems the Volunteer could not hope to settle himself were not important. As Table 5:1 indicates, these 88 incidents fell into three groups -- more than half were studio-based and either involved errors in broadcast times or transmission breakdowns (48 incidents), of which there happened to be an unusual number during the period the incidents were collected; slightly fewer than a fourth involved the Teacher Guides, either content errors or non-availability due to printing or delivery problems (20 incidents); and slightly fewer than a fourth involved non-functioning TV sets, either due to local power failures or TV set breakdowns (20 incidents). These problems obviously concerned the Volunteer or they would not have been reported. They certainly took some of his time. What they tell us is that these Volunteers experiences considerable frustration during this period for the very reason that they could not really do anything about solving these problems. What they also tell us is that these Volunteers had to call on skills of mollification and explanation to minimize teacher dissatisfaction with the new system, and when the televised lesson wasn't available, on their skills of guidance and encouragement so that the instruction time would not be lost. With the exception of TV set breakdowns, none of these problems would occur in a mature, de-bugged system. However, they do illustrate a fact of life for the utilization Volunteer in

Table 5:1: Potential Solvability of Problems Reported in 337 Critical Incidents

	Per Cent of Incidents
Incidents with Problems not Solvable by Utilization Volunteer	26 (88)*
Telecasting and Transmission (48)	
Guides -- Delivery or Content Errors (20)	
Power Failures, TV Set Breakdowns (20)	
Incidents with Problems Potentially Solvable by Utilization Volunteer	74 (249)
	100 (337)

*Number of Critical Incidents

a young project -- that he will experience frustration because his place in the system is such that the errors in other segments have their terminal consequences in the schools where he works. Equally, they dramatize skills which such a Volunteer is likely to need -- the ability to placate and explain.

We now turn to the 249 incidents classified as potentially solvable. As we have emphasized, these involved problems that the utilization Volunteer inevitably faces. As such, their analysis gives us a description of his role.

Kinds of Persons: The kinds of persons the Volunteer indicated were at the source of the problem in the 249 potentially solvable incidents are shown in Table 5:2. These are the persons whose behavior and thinking the Volunteer felt he had to affect to achieve a solution. As can be seen, 35 per cent of the incidents involved the school director (principal), 32 per cent involved several teachers as a group, and 29 per cent involved only one teacher. Quite a few also involved people outside an individual school -- 8 per cent involved local government officials outside the educational bureaucracy, 5 per cent involved local education officials other than the district supervisor, and 5 per cent involved the district supervisor.

These figures make it clear that the normal work of the utilization Volunteer is not simply a matter of consulting with individual teachers. Even when a problem does not require him to go beyond the individual school, he often must deal with a group of teachers, either because a problem affects all alike or because the problem concerns the coordinating of their behavior. He also must often deal with the school director,

Table 5:2: Persons Involved in Potentially Solvable Critical Incidents

Persons:	Per Cent of All (249) Potentially Solvable Critical Incidents
One Teacher	29 (71)*
Several Teachers	32 (79)
School Director (Principal)	35 (87)
District Supervisor	5 (12)
Local Education Officials (other than district supervisor)**	5 (12)
Local Government Officials	8 (19)
Others	1 (2)

* Number of Critical Incidents. These sum to more than 249 because some incidents involved persons in more than one category. Since the per cents are based on the number of incidents they sum to more than 100.

** This category includes the Special Department ETV Supervisor.

either because the problem affects the whole school or requires administrative authority to resolve. This would suggest that, to be effective, a utilization Volunteer should know something about gaining compliance from groups of people, and something about the structure and organization of the Colombian school.

These figures also make it clear that the utilization Volunteer does not deal exclusively with persons in individual schools. Many of the incidents involve persons on a higher level or outside the educational hierarchy. This would suggest that the utilization Volunteer needs to know about the structure and organization of the school system, and to be able to coordinate the activities of persons at various levels since presumably he deals with these people to affect changes in one or more individual schools.

These figures also indicate that the utilization Volunteer is concerned with much more than improving the teaching of individuals. This is the meaning of his frequent involvement with teachers as a group, directors, and officials beyond and outside the school. Even when teaching is involved, it is on the level of general principle and his goal is group consensus. However, often issues of better school organization and proper facilities for television use are involved, as we shall see when we examine the incidents for the kinds of problems involved.

We should also emphasize that these figures, although they dramatically illustrate that the utilization Volunteer's role involves more than consulting individually with teachers in a context isolated from the social system in which they function, somewhat underestimate the concern of the Volunteer with coordinating and with schools and groups of teachers as a whole. This is because we classified the incidents by the principal kinds of persons involved as indicated by the Volunteer accounts. Although in a few instances it was necessary to code one incident in two different categories of persons (with the result that the per cents for different categories cannot be combined), in most cases (over 80 per cent) we were able to distinguish one or another category as principally involved. Thus, unless it was specifically mentioned by the Volunteer in his description of what transpired, the classification does not reflect the implication of incidents involving school directors or higher level people. However, since the goal is adapting schools to television use, common sense tells us that sooner or later incidents involving such people are likely to involve others at lower levels -- problems with officials imply involvement of directors and teachers, and problems with directors imply involvement of their teachers. There is another reason, too, why the figures somewhat underestimate these aspects of the utilization job. This is because we collected incidents only from utilization Volunteers working full time at the school level, and not from those in the utilization program assigned solely to administration and coordination for a geographical area, to whom many of the broader problems would fall. These facts simply give stronger emphasis to what the classification initially made clear -- that "consultant working with teachers to improve methodology" does not adequately describe the utilization Volunteer's role.

Kinds of Problems: The kinds of problems involved in the 249 potentially solvable incidents are shown in Table 5:3. These are

Table 5:3: Kinds of Problems in Potentially Solvable Critical Incidents

Problem as Described by Volunteer:	Per Cent of All (249) Potentially Solvable Critical Incidents
Teaching Techniques	27 (66)*
Adherence to ETV	19 (47)
Hostile or Uncooperative Attitudes	18 (45)
Viewing Facilities	16 (40)
TV Set Operation	8 (19)
Local Guide Distribution	8 (21)
Adequacy of School for ETV -- electricity, wiring, security	7 (17)
Inability to Understand What Was Required	4 (10)

* Number of Critical Incidents. There sum to more than 249 because some incidents involved more than one kind of problem.

classified by the major difficulty as the incident was described by the Volunteer. As can be seen, only 27 per cent, or about one-fourth, concerned teaching techniques. The remainder involved other issues. This, too, indicates that the utilization Volunteer's job involved much more than communicating teaching suggestions, important and challenging though that task is.

The other kinds of problems which figured in the incidents covered a broad range. Fairly frequent were the proper following of schedules and organizing of instruction, on-time shifting of classes in and out of the viewing room, and similar matters of functioning within the television framework which we have subsumed under the rubric "adherence to ETV" (19 per cent); hostile or uncooperative attitudes, which precluded progress of any sort (18 per cent); and viewing facilities, such as the availability, size, seating, curtaining or TV set placement in the viewing room (16 per cent). Quite a few incidents, although proportionately lesser, involved simple TV set operation (8 per cent), Teacher Guide distribution within the area or school (8 per cent), and gaps in such essentials for television as electricity supply, wiring, and security measures, which we have subsumed under the rubric "adequacy of school for ETV" (7 per cent). There were also a few incidents in which the Volunteer thought the problem lay with the person's inability to comprehend what was required for ETV (4 per cent).

The import of these figures is that the utilization Volunteer must know and be able to do much more than merely give advice on teaching methodology. Probably, even the communicating of teaching advice often must be accompanied by some effort at persuasion to gain its adoption. However, certainly the incidents involving adherence to ETV and uncooperative attitudes, as well as many of those involving viewing facilities, adequacy of the school for ETV, and local Guide distribution, would call for such skills. Even reviewing TV set operation calls for patience, tact, and the ability to explain and demonstrate clearly.

In addition to knowing about teaching methodology, the utilization Volunteer also must be able to communicate well in the country's language (in Colombia, Spanish), know techniques of persuasion to gain compliance from individuals and groups, and at the minimum possess traits of patience and tact.

Persons and Problems: In order to map the structure of the utilization Volunteer's role more precisely, we have tallied the kinds of problems involved separately for each of the kinds of persons in Table 5:4. Along the top are the kinds of persons; beneath each, at the bottom, is the total number of incidents involving the kind of person (these figures correspond to Table 5:2); in between, the per cent and number (in parentheses) of incidents involving each kind of problem are shown, with the per cents based on the total for the kind of person. For example, of the 71 incidents involving individual teachers, 49, or 69 per cent, involved teaching techniques. We have not bothered to calculate per cents for the breakdowns for district supervisor, local education officials, local government officials, or "other" persons since for each the total is so small.

The breakdowns tell us about what we would expect -- when more than one teacher or persons above the teacher level are involved, the problem is more likely to involve something other than teaching. This can be

Table 5:4: Kinds of Persons and Problems in Potentially Solvable Critical Incidents

Per Cent of Different Kinds of Problems for Each Kind of Person:

Problems	One Teacher	Several Teachers	School Director (Principal)	District Supervisor	Local Education Officials***	Local Government Officials	Others
	Persons						
Teaching Techniques	69 (49)*	20 (16)	9 (8)	--	--	--	--
Adherence to ETV	21 (15)	32 (25)	24 (21)	** (1)	--	--	--
Hostile or Uncooperative Attitudes	--	22 (17)	25 (22)	** (6)	** (3)	--	--
Viewing Facilities	1 (1)	13 (10)	25 (22)	--	** (3)	** (8)	** (1)
TV Set Operation	4 (3)	17 (13)	9 (8)	--	--	--	** (1)
Local Guide Distribution	1 (1)	--	13 (11)	** (5)	** (5)	--	--
Adequacy of School for ETV--Electricity, Wiring, Security	--	1 (1)	3 (3)	--	** (1)	** (11)	--
Inability to Understand What Was Required	4 (3)	9 (7)	1 (1)	--	--	--	--
N* =	71	79	87	12	12	19	2

*Number of Critical Incidents. The sum of the N's for each type of person and problem are greater than the sum of the critical incidents because some incidents involved more than one kind of problem. This also results in the per cents for School Director and Several Teachers summing to more than 100.

**Per cents are not shown because of the small base.

***This category includes the Special Department ETV Supervisor.

seen most dramatically by reading the first line of the table, which deals with teaching techniques, from left to right: of the total incidents involving one teacher, 69 per cent concerned teaching, but of the total for several teachers only 20 per cent and of the total for directors only 9 per cent involved teaching. This marked decline in teaching techniques as the major problem when the Volunteer dealt with persons other than individual teachers confirms the interpretation common sense led us to give to the naming of such persons when examining only the data on persons.

If we map the kind of problems that the Volunteer most frequently faced when dealing with specified kinds of persons, we find:

That when the Volunteer dealt with individual teachers, problems most frequently concerned teaching techniques (69 per cent) and adherence to ETV (21 per cent).

That when the Volunteer dealt with several teachers, problems most frequently concerned adherence to ETV (32 per cent), hostile or uncooperative attitudes (22 per cent), teaching techniques (20 per cent), and TV set operation (17 per cent). Also fairly frequent were problems of viewing facilities (13 per cent).

That when the Volunteer dealt with a school director, problems most frequently concerned viewing facilities (25 per cent), hostile or uncooperative attitudes (25 per cent), and adherence to ETV (24 per cent). Also fairly frequent was the problem of local Guide distribution (13 per cent).

That when the Volunteer dealt with a district supervisor, problems most frequently concerned hostile or uncooperative attitudes and local Guide distribution (six and five, respectively, out of a total of 12 incidents).

That when the Volunteer dealt with a local education official, problems most frequently concerned local Guide distribution, hostile or uncooperative attitudes, and viewing facilities (five, three, and three, respectively, out of a total of 12 incidents).

That when the Volunteer dealt with a local government official, problems most frequently concerned adequacy of a school for ETV and viewing facilities (11 and eight, respectively, out of a total of 19 incidents).

This kind of breakdown shows us just what is implied by dealing with persons other than individual teachers. When several teachers or a director is involved, the kinds of persons most often concerned in incidents where individual teachers did not figure predominantly, the variety of problems, even when grouped in broad categories, is quite great. In addition, we now cannot miss the importance of his work with persons other than individual teachers, since most of the frequent problems concern the very functioning of the instructional television system -- adherence to its schedules and format, viewing facilities, local Guide distribution, and the like. If problems of this sort are not solved the system simply would not work. On this evidence alone, we would be inclined to say that the utilization Volunteer's function is a critical one. Put another way, we can see that when the Volunteer deals with persons other than individual teachers, he is usually concerned with problems on whose solution the success of the entire undertaking depends.

This breakdown also tells us something else. It indicates that when these "system" problems are solved, the Volunteer can devote more time to trying to improve teaching. By inference, it also suggests that he cannot give full or perhaps even adequate attention to teaching until the system problems are solved. This has had at least three important implications. One, rather obvious, is that any scheme which reduces these problems will increase the likelihood that the Volunteer can improve instruction. Another is that a Volunteer must spend considerable time working in the same group of schools before he will have an opportunity to devote himself to improving teaching. The third is that, because of the limited time the Volunteer can devote to teaching problems, more efficient methods of communicating relevant advice -- such as to teachers in groups, with demonstrations and follow-up practice sessions, rather than individually -- should be used whenever feasible.

Before moving on, we would like to draw attention to two other aspects of Table 5:4. One is the frequency of adherence to ETV as a problem when dealing both with several teachers (32 per cent of all such incidents) and a director (24 per cent of all such incidents), which illustrates that such adherence problems involve the Volunteer in treating the entire social system represented by the individual school, with all its personal and formal relationships and complexities of decision-making and action-taking. The other is the frequency of hostile or uncooperative attitudes as a problem when dealing both with several teachers (22 per cent of all such incidents) and a director (25 per cent of all such incidents), and its absence when dealing with individual teachers. This suggests that negativism is likely to occur among the staff of a school as a whole, which is hardly surprising given the heavy interchange of opinion that is common among people who work together and the frequent opportunity for such interchange provided by the many social breaks typical of the Colombian school. This is something for which the prospective utilization Volunteer should be prepared, and the group character of such opinion is another reason why dealing with teachers in a school as a group may be the most efficacious procedure for gaining their compliance.

Volunteer Tactics: Of the 249 potentially solvable incidents, there were 182 for which the Volunteer's description was complete enough to allow classification of the tactics he used in trying to affect a solution. When stripped of details specific to the problem involved, we found that these tactics fell into two categories -- a "soft-sell" approach in which the change required was explained but little pressure applied, and a "hard sell" approach in which change was demanded, usually on the grounds that the televised instruction could not be effective it if did not occur. We further divided these 182 incidents into those where the Volunteer dealt with a single person (such as an individual teacher, director, or official) and those where he dealt with several persons (mostly groups of teachers, but sometimes some combination of persons from different levels). These breakdowns are shown in Table 5:5.

As can be seen, whether dealing with individuals or several persons, the Volunteer overwhelmingly preferred the "soft sell." This is an important fact for the prospective Volunteer to note, since it reflects his lack of authority to order change. The utilization Volunteer has no place in the hierarchy of the system he is trying to alter, and as such he must largely rely on persuasion to achieve his ends.

Table 5:5: Volunteer Tactics in Trying to Solve Problems

	Per Cent	
Worked with Individual		
Little Pressure -- explained need for change	62	(112)*
Greater Pressure -- demanded change	8	(15)
Worked with Several Persons		
Little Pressure -- explained need for change	19	(35)
Greater Pressure -- demanded change	8	(14)
Referred to Higher Authority	3	(6)
**N =	100	(182)

* Number of Critical Incidents

** N = Number of Critical Incidents in which Volunteers clearly described his attempt at solution.

The sole sanctions that he can apply are recommending the elimination of a school from television use or the withdrawal of his concern, at best self-defeating maneuvers. It should also be noted that in only 3 per cent of the incidents did the Volunteer refer the problem to some higher authority. This illustrates another facet of the utilization Volunteer's role -- that he is seldom merely a collector, judge, and communicator of difficulties, but instead must actively try to solve problems which confront ETV within his sphere. The astute reader also will notice that there was a greater tendency to use greater pressure or a "hard sell" when dealing with several persons (14 out of a total of 49 such incidents) than with individuals (only 15 out of 127 incidents), which presumably reflects the greater latitude for forceful effort without risking personal affront when a group is involved.

Persons and Tactics: To further complete our picture of how the utilization Volunteer works, we applied the same breakdown of tactics in conjunction with the kinds of persons whose behavior was indicated as being the source of the problem. Of course, we are again limited to the incidents with an adequate description of tactics, which reduces the number for each kind of person shown in Table 5:2. This new breakdown makes it possible to see the tactics employed by the Volunteer when different kinds of persons were at the source of the problem, and is shown in Table 5:6.

To avoid misunderstanding, we would like to explicitly note that whether the Volunteer directed his efforts toward an individual or several persons in any one instance is not necessarily related to the kind of person perceived as being at the source of the problem.

Table 5:6: Tactics Used by Volunteer in Problem Solving with Various Kinds of Persons

Per Cent of Different Tactics Employed by Volunteers When Different Kinds of Persons Were Seen as Problem Source:

Persons

Tactics	One Teacher	Several Teachers	School Director (Principal)	District Supervisor	Local Education Officials**	Local Government Officials	Others
Worked with Individual: Little Pressure--explained need for change	85 (55)*	33 (19)	57 (34)	** (5)	** (3)	** (9)	** (1)
Greater Pressure--demanded change	8 (5)	5 (3)	12 (7)	--	** (2)	** (1)	--
Worked with Several Persons: Little Pressure--explained need for change	6 (4)	43 (25)	22 (13)	** (1)	** (2)	** (1)	--
Greater Pressure--demanded change	--	17 (10)	10 (6)	** (1)	--	** (2)	** (1)
Referred Issue to Higher Authority:	2 (1)	2 (1)	--	--	** (1)	** (2)	--
N* =	65	58	60	7	8	15	2

*Number of Critical Incidents

**Per cents are not shown because of the small base.

For example, although one teacher or a director might be perceived as being at the root of the problem, the Volunteer might choose to attempt a solution by working also with several others at the same time, such as all the teachers in a school. Conversely, although all of the teachers in a school might be perceived as being involved, the Volunteer might choose to concentrate his efforts on one of them. Thus, the lack of perfect consistency between the focus of tactics and the number of persons perceived as the source of the problem shown in _Table 5:6_ is a description of the way the utilization Volunteer operated, and should not inspire perplexity.

We get a little clearer picture of the range of skills required by the utilization Volunteer and of the strategies he devised from _Table 5:6_. It is not surprising that when one teacher was seen as the source of the problem, the Volunteer almost always worked with the individual (85 per cent with a "soft sell" and 8 per cent with a "hard sell" for a total of 93 per cent). However, it is interesting that when several teachers were seen as the source, the Volunteer still often directed his efforts toward an individual (33 per cent with a "soft sell" and 5 per cent with a "hard sell" for a total of 38 per cent). This would suggest that the Volunteer sometimes selected one teacher as the critical target even when more than one teacher was involved, indicating that the Volunteer must give thought to the dynamics of the groups he works with if he is to be effective. It is also interesting that when a director was seen as the source, the Volunteer often chose to direct his efforts toward teachers in the school at the same time or to other persons -- that is, to work with several persons (22 per cent with a "soft sell" and 10 per cent with a "hard sell" for a total of 32 per cent). This again highlights the important coordinating role of the Volunteer. Incidentally, these data also support our surmise that the use of a "hard sell" is related to problems involving several persons or a director, since it is for these categories that such tactics are most common (when several teachers were seen as the source, 5 per cent when focusing on an individual and 17 per cent when focusing on several persons, for a total of 22 per cent, and when a director was seen as the source, 12 per cent when focusing on an individual and 10 per cent when focusing on several persons, for a total of 22 per cent, versus only 8 per cent when one teacher was seen as the source).

For understanding the utilization Volunteer's role, we would emphasize from this breakdown the wide range of tactics he applies in different instances. It should be clear to the prospective Volunteer that there is nothing at all obvious about his procedures. Although he should certainly have a set of ideas by which to evaluate a situation, so that he can adopt his tactics, he must make many decisions for himself which will have a direct bearing on his effectiveness.

Outcomes: In only 87 of the 249 potentially solvable incidents did the Volunteer provide a sufficiently complete description to permit classification of the success of his efforts. For these cases, we found that the outcomes fell into one of three categories -- the Volunteer felt fairly certain that the problem had been solved, the Volunteer thought that he probably had been successful but expressed some uncertainty, and the Volunteer felt the problem was far from solved. The breakdown of the 87 incidents into these categories is shown in Table 5:7. As can be seen, the Volunteer believed the problem was

Table 5:7: Volunteer's Report of Outcome of this Attempted Solution

Per Cent of Critical Incidents for which Outcomes of Attempted Solutions Were Reported in which:

	Per Cent	
Problem Believed Solved	47	(41)*
Problem Believed Solved, but Some Uncertainty Expressed	31	(27)
Problem Not Solved	22	(19)
N* =	100	(87)

*Number of Critical Incidents

solved in 47 per cent and believed it might be solved but expressed some uncertainty in an additional 31 per cent, for a total of 78 per cent of the incidents in which he thought some definite positive effect had been achieved. For the remaining 22 per cent, he indicated that the problem was not solved. We are hesitant to accept this as a definitive score of Volunteer achievement, partly because of the limited number of incidents involved and partly because by their nature the incidents focus on the more trying of problems encountered. If not describing an outcome is taken as evidence of failure, then these data would be an overestimate of Volunteer effectiveness (because unreported outcomes have been excluded); on the other hand, if the incidents represent only the more serious problems, then these data would be an underestimate. We feel we should only offer the comments that for the problems reported, the Volunteer certainly made some inroads (47 per cent believed solved); the Volunteer involved himself in situations requiring further attention (31 per cent with an uncertain solution, and 22 per cent not solved); and the Volunteer experienced some definite frustrations (22 per cent not solved). Although it is tempting, we will not present any breakdowns of outcomes by persons, problems, or tactics because the small number of incidents available (87) makes classification in conjunction with another dimension unprofitable as the resulting number in any category would be so small. We are also resisting the temptation to follow up outcomes over an extended period, which would have meant the foregoing of other research, since we concluded, on the basis of the incidents and our on-going observation of the project, that we would learn little of a generalizable nature about persuasion and achieving compliant behavior from others that is not already well covered in the literature of social psychology, and the unique is sufficiently conveyed by the incidents themselves.

Part II: The Case Studies

So that we would be able to provide a framework into which the reader could fit the "critical incidents," we supplemented this sampling of problems with some case studies of individual schools adapting to television. With the "critical incidents," one of the penalties of being able to map the problems and functions of the Volunteer in the abstract is that the incidents must be lifted out of context in order to be analyzed. The case studies, although anecdotal in nature, provide the missing background. Through them, we are able to focus on the problems, tactics, and effects of the Volunteer's work as they fitted together over a semester. In addition, they give a good picture of the Colombian public primary school -- and an idea of what the school is like is essential to understanding the Volunteer's role since it is the heart of his concern.

The Data-Gathering: The case studies overlapped the 1965 "critical incidents" in time and Volunteers provided the material in much the same way. Again, then, the data must be looked upon as representing the Volunteer perspective. However, because the observing and reporting to be done was to be much fuller and would extend over a longer period we selected certain Volunteers to participate rather than trying to obtain some data from everyone. The criteria were the obvious ones: perceptiveness, descriptive ability, and willingness to cooperate.

Specifically, shortly after telecasting had begun for the first semester of 1965 (the third semester of the ETV Project's operation) we arranged with nine Volunteers in different parts of the Country to serve as "participant observers" to report on how certain schools in which they were working adapted to television. Each Volunteer was asked to select two schools. In order to insure a fair range of the negative and the positive, one of the schools was to be one which the Volunteer, on the basis of his initial visits, expected would adapt "relatively well," and the other "relatively less well." All the schools were experiencing their first semester using television. For each, the Volunteer was asked to describe the school and its teachers and how it came to be selected for television, and then to provide a continuing, complete account of his visits and what transpired in the school. The reports were reviewed periodically with the Volunteers, and the record of each school was terminated at the end of the semester with a detailed interview with the Volunteer to fill in gaps and bring the data fully up-to-date. The resulting files on the schools average about 30 typed pages.

The use of nine Volunteers should have led to completed records on 18 schools. However, the irregularity of electricity in one area soon eliminated the schools of two Volunteers, and in one very small community two Volunteers had only three schools between them when the semester began. As a result, the case studies were completed on 13 schools -- seven categorized by the Volunteer as likely to adapt to television "relatively well" and six as likely to adapt "relatively less well."[6]

During this period, the Volunteers were as well prepared for this kind of participant observation as their term of service permitted, for their Peace Corps tour would end in the middle of the following semester. They had had a full year of experience in working in the schools; their sensitivity was at a peak while their values and judgments had become realistically tempered; their language ability was at a maximum. Of course, additional observations by someone less involved than a Volunteer, especially someone present in the school when the Volunteer was not making a visit, would have enhanced the value of the school records. However, the Volunteer was the only feasible source for such data.

An Overview of the Case Studies

The primary value of these school records -- which may be thought of as "school diaries" in contrast to "problem diaries" -- is the broad pattern they permit us to draw as a backdrop for the "critical incidents." We will first briefly sketch the composite picture suggested by the 13 school records, and then we will present the major portion of one of the records.

What Television Schools Are Like: Schools in which television is installed are not a representative sample of Colombian public elementary schools. Because of the criteria imposed to insure regular and economic use of television -- that a school possess or be able to arrange for a power supply, wiring, large viewing room with sufficient seating, protection against thieves, and classes in all or almost all the five elementary grades -- the television schools tend to be better equipped and physically larger, and to include more grades and have more pupils, than the average. There are many schools in Colombia below these standards -- schools in ramshackle buildings, in areas without regular power, in temporary quarters in homes or unused stores, with grades combined for lack of room, and with only the lower grades (it is estimated that only slightly more than one out of 10 public school pupils entering the first grade complete the fifth, and as a result the number of classes in the country decreases as the grades advance). In addition, since a school must express some willingness in televised instruction for a set to be installed, the television schools may have somewhat more adventurous and innovative staffs than the average. Television schools, then, are not entirely typical although there are many schools with the requisite characteristics, as the installation of sets in about 1,250 schools through the end of 1966 would indicate.

With this caution in mind, we turn to our 13 case study schools. We find an average population of 450 pupils and eight teachers. The average class size is about 53 pupils. The average size of the first grades is slightly greater than the others -- 59 pupils, while the second through the fifth range from 49 to 53 pupils. Altogether, there were about 110 classes in the various grades. Even in these television schools, the decreasing number of classes and pupils as the grade advanced give the distribution of classes by grade a "pyramid" shape -- there were 29 first grades, 28 second grades, 23 third grades, 18 fourth grades, and 12 fifth grades. All the schools were crowded. Several lacked sufficient desks even with three pupils sitting together at each one. The teaching loads, as the figures indicate, were heavy. In two schools, the loads were heavier than the figures suggest because vacated positions had not been filled and some teachers were temporarily teaching double-size classes.

Of course, all the schools were physically relatively large, for in almost every instance each class had its own room. There was considerable range in physical condition. Some were in an excellent state of upkeep, others were run-down. This contrast occurred both for old buildings, and for relatively recently constructe Alliance for Progress (U.S.-financed) schools. Here are excerpts from the Volunteers' reports describing five schools:

> The original building of the school is built of cement, contains four of the classrooms, and was constructed in 1952. Besides the four large classrooms, it also contains a small room on one end in which one of the teachers lives, another small room used as an office by the director (principal) and as a storage place, and a smaller closet-type room in which soft drinks and candy are kept and sold at recess. In the school complex, there are also two aluminum buildings each containing one fairly large classroom, and one wooden building which would be a good-sized classroom if all the space were being used, but about a third is taken up by storage of broken desks. No rest-rooms were installed in the original building but some have since been built-on, but not enough to be adequate. There is a cement basketball court (but they have no basketballs or volleyballs) and a limited amount of space between the buildings can be used for recreational purposes. There is not an adequate number of desks for the pupils. The building is not well kept. The school is near the nicest barrio (neighborhood) in town.

> This is a rather small school, new, and rather attractive and well laid-out, although not quite yet finished. It has five regular classrooms, plus an auditorium room (not that much bigger than a regular classroom, and with one wall missing, giving out onto the courtyard) that doubles as a classroom and is in constant use. There is also the director's office which doubles as a teachers' lounge and visitors' reception room. A few more rooms are yet to be built, so I'm told, but no one knows just when this will happen. All rooms have new furniture (desks and chairs), except for the second grade's room where everyone sits on the floor. The barrio is set on one of the high hills overlooking the city and is mainly populated by laborers. The houses are fairly new, most of them, but all have a very make-shift appearance and none are really finished; they are small unpainted brick or concrete block structures, adorned about equally with flowers planted in tin cans and laundry hanging up to dry on steel wires. Grass is very sparse, and dust abundant although the streets are paved.

> The school is new this year, built by the Alliance for Progress. It is a one-storey cement building, painted white and is definitely an architectural asset to the town. There are 10 good-sized classrooms

> with blackboards and shelves, and ample window space in each one. All but one of the classrooms have new two-student desks with individual chairs and a new teacher's desk and chair. Besides the classrooms there is a large extra room that is being used for a television room, a small room used for storage of the television set when not in use and visual materials, and an apartment in which one of the teachers is living. Adequate restrooms are built in the school and there is a large area around the school for recreation. It is located at the edge of a laboring class barrio.
>
> The school has four classrooms plus the television room and another auditorium room which is without chairs and currently in use as a classroom. The school is in a "school building" -- that is, built for use as a school, but it is old and badly kept up. It looks shabby. The patio is dirt (not paved). The school is very inadequately equipped, and badly needs desks. It gives a gloomy impression. The neighborhood is up on the side of the mountain. It is not hard to reach, but has a terrible bus line (the buses are called escaleras, or "climbers"). It is fairly poor, although the majority of people have built brick houses which need to be finished.
>
> In this school there are nine classrooms, but desks in only eight. At present, the television is all alone in an otherwise empty room. The building is colonial and built very solidly of an impenetrable plaster (the technicians could not drill into it when installing the antenna), but with huge open windows and a decaying thatch and tile roof. The barrio is probably one of the oldest in the town because the school is right on the central church square; consequently, all the wiring in all the structures in the area and other public works are poor. The houses are mostly in a state of disrepair.

There is little to add that is not made plain in the descriptions. Any of the Volunteers' comments would fit many Colombian public schools, with or without television. The location of these schools in laborers' neighborhoods is not chance, but common for public schools; it reflects the more prosperous families' practice of sending their children to private (although by U.S. standards often relatively inexpensive) schools.

As to the classrooms themselves, we did not ask the Volunteers for extensive descriptions because we had seen dozens ourselves. Although like the schools there is considerable range in appearance, most classrooms are bare of instructional materials. There are almost always some religious pictures and objects on the walls; occasionally, there is a map of Colombia or of the world; sometimes there is an assortment of a dozen or so ragged texts. Quite often, there is a picture of the late President Kennedy. There are, of course, striking exceptions -- a classroom filled with maps and pictures, bordered by displays and objects made or assembled by the children, decorated with flowers, a brilliant creation molded by an exceptionally diligent and dedicated teacher.

The School People: Because we already had an adequate picture of the professional qualifications of Colombian public school teachers, and in the case studies were principally interested in their behavior and interaction with Volunteers in adapting to television, we did not attempt to compile an exhaustive biographical portrait on the more than 100 persons on the staffs of these 13 schools. We also felt that the intensive interviewing by the Volunteers that would have been necessary would have put them on such an unusual footing in these schools that whatever transpired would have lost all typicality. However, we should note that the people in these schools did not differ from those in most Colombian schools. The majority of the teachers were women; quite a few were young, in their twenties; none had attended university; most had not completed the six year Normal (teacher training) school program (basically an extended high school curriculum of which two years are specially devoted to teacher preparation). The directors (principals), of course, tended to be older and more experienced.

The Volunteers did refer to personal attributes when they seemed to bear on the behavior they were observing, or on success in adapting to television. They were extremely candid. One recounted the painstaking efforts of a director to be cooperative, and felt compelled to add that she did not really like the director's attitude because it seemed motivated by a desire to be agreeable rather than to improve education. Others singled out individuals as special problems because of what they interpreted as a lack of intelligence, imagination, or competence. In these deviations from the hoped for, which were really disappointments dutifully recorded by the Volunteers, we found frequent elements to be a lack of eagerness on the part of teachers to attempt something new coupled with unfamiliarity in deciphering and following schedules, outlines, and even tactfully phrased broad suggestions -- the "programming" for behavior that we so take for granted. Many of the school people simply had little in their make-up that prepared them to cope with change; they had succumbed to common practice, and were its prisoners. For these people, release could only come through specific, repetitive example and demonstration, followed by the reinforcement of successful performance.

Volunteer Effort and Effectiveness: The lack of observations from a neutral party limit the value of the case studies for assessing Volunteer effectiveness. Yet, the situation is not different from the common one that occurs when we ask someone whether he thinks he has been able to achieve something. Moreover, Volunteers, we have found, tend to be quite harsh in evaluating their work. In addition, the candidness and detail of the Volunteers' reports allow us, as neutrals, to follow their work with a detached outlook, although one filtered by their perspective.

In these 13 schools, we found assiduous effort on the part of the Volunteers to make television an educational success. The Volunteers conferred regularly with teachers and directors, individually and in groups. When something was amiss, they focused on it, searching for the right tactic. Often, they found themselves observing improvements in teaching which seemed to stem from their efforts. There were many instances in which the functioning of the system depended on their intervention -- television schedules misunderstood, sets improperly functioning, class schedules ill-adapted to the television, and Teacher Guides (the advance outlines of the syllabus for lesson planning) ill-distributed or not fully or well used. Over the semester, the schools improved markedly in their adaptation to television. We found the Volunteers' work crucial in these improvements. There were also many physical changes in the schools for better television use -- better set placement; changes to a superior, more convenient viewing room; curtaining, the installing of seats for better viewing, and other improvements in viewing rooms; and school rewiring.

In one case, there was a step toward new construction in a school because of television. This instance provides a good example of how the Volunteer sometimes served as a catalyst, and we excerpt from his account:

> Fortunately, during the conversation I had with the director and a few teachers during the recess, a subject came up which is crucial to the success of ETV in this school: the lack of a special television room. This is especially so in light of the plan to repeat the telecasting of programs for use by additional classes, for it would mean even more changes in and out of the room now occupied concurrently by the TV set and the third grade. I asked the teacher how much time she figures she loses a day because of shifting rooms all the time, and she estimated it at about 10 minutes per shift. This is about an hour in a day, and it is really intolerable, although she has developed a very stoic attitude.

> The real irony is that the school is a new one, not yet entirely finished. The foundations are laid for two more rooms, but the town officials insist that there is no money to finish them, although the contractor says that less that 20,000 pesos (about $1,200 U.S.) is needed to put up the walls and roof.
>
> The director has tried over and over again to get the job done, but without success. Apparently, nobody pays any attention to him. Meanwhile, his school, which was never very well organized to begin with, has really gone from bad to worse with the arrival of television and all the inconveniences it imposes where there is no special television room. Before the whole thing can get off the ground, to say nothing of good utilization (teaching) but just solving the logistic problems, they need that extra room.
>
> So -- the director suggested to me that a committee from the school go down again to the city hall and talk to the secretary of education, this time with me accompanying them, to see if we could move the thing off dead center. I wasn't at all sure that I would be the decisive factor in getting some action, but I figured that if the director thought that I could help him in this way the least I could do was comply. So we fixed a date for day after tomorrow.
>
> As arranged, I met with the principal and two teachers to go see the education official for the city to talk to him about the possibility of finishing the two rooms. Surprisingly enough, it seems to have been a successful and worthwhile visit. The man wrote out the order to start the thing moving through channels. We also asked for desks and chairs for a classroom without them.
>
> Today, when I arrived at the school, there were positive signs of things getting done. The room which had all along been without desks and chairs had been outfitted by some men from the city. The director was quite optimistic that all the rest would also materialize.

The semester ended a few weeks later, the Volunteers were reassigned to schools new to television, and we do not know whether the rooms were ever constructed. We do know that the needed furniture was installed. However, what it is important to see here is how the Volunteer functioned as a critical element in this school's efforts to improve itself. It is typical of the "bonus effect" of the ETV Project.

Crucial Factors in School Adaptation to Television: The classifying of the schools by the Volunteers as likely to adapt to television "relatively well" and "relatively less well," along with their explanations of their classifications and later observations, provide an opportunity to learn what these Volunteers had discovered in their first year of work to be important for successful adaptation. These boiled down to adequate physical facilities, quality of teachers, and organization. The first two are obvious. In addition to the physical conditions essential for the mere use of television (such as adequate wiring and security against thieves) space (such as a separate room for viewing) and furnishings (such as desks and chairs in all classrooms and seating for all when viewing) smooth the necessary room changing. The better the teachers, of course, the more likely is it that they will do a good job of complementing the telecasts with effective "motivation" (pre-telecast) and "follow-up" (post-telecast) teaching. However, often the crux of adaptation is the tightness and efficiency of a school's organization. This is because television means changing the schedules and procedures of all the teachers in a school. A television set does not by itself bring instruction by television. In the 13 case study schools we were particularly struck by the importance of the director in successful adaptation. It is on his leadership that the viability of television in a school depends. In the school, it is on his authority that the Volunteer's influence rests; it is through him that the Volunteer can work most effectively on all the problems affecting the school as a whole, and it is on him that the responsibility for implementing changes falls. A weak, disinterested, or uncooperative director makes the Volunteer's task extremely difficult, if not impossible. (This has a commonsense consequence for operations. Whenever possible, directors as a group should receive in-service television orientation additional to that received by their teachers. There are two reasons: a) their interest would be enhanced, and their status raised; and, b) their duties in regard to ETV, since they have an administrative role although they may also teach, are different.)

The Genesis of Good Television Use: The 13 case studies also allow us to outline the steps by which schools become good television users. Roughly speaking, the process of adaptation falls into five phases:

1) Survey and Selection: The schools in an area designated for television are surveyed to determine those meeting the criteria for television use: power supply, wiring, large size (preferably all five grades, so all telecast lessons could be used), security against thieves (often requiring a caretaker or someone to live in the school), and a desire to use television. The surveying and selection is done jointly by Volunteers and local Colombian school officials. When the project was inaugurated in 1964, there was little time for such systematic selection. As it became clear that such a procedure would lead to better and thus more economic television use, it was adopted as a regular practice. By the time of the case studies in 1965, it occupied a month or more in an area prior to the inaugurating of television at the beginning of a semester.

2) Orientation: Prior to the beginning of telecasting for an area's first television semester, orientation sessions are presented for the teachers and directors. This "short course" in instructional television use may run from one to several days, depending on the arrangements that can be made with local Colombian school officials. Usually, it is given in a central place under the auspices of the Colombians for an entire area; where transportation is difficult and distances great,

it is given in individual schools. It covers all phases of the program: schedules, curriculum, use of the Teacher Guides, teaching with television, and TV set adjustment. The principal instructors are the Volunteers. Since planning and organization are in the hands of the Volunteers in each area, there is always some variation between orientation programs; however, in some instances the orientation sessions have also attempted to inoculate the teachers against early discouragement by warning them of the many problems and contretemps that might occur during the first few weeks of the new program. Like the school surveying and selection, there was little opportunity for extensive orientation of everyone when television was inaugurated in 1964, but it became an integral part of ETV Project operations as it became clear that it could markedly smooth adaptation to television. The utilization Volunteers became convinced of its importance, and we concur. Often in the case studies the Volunteers reported that failure to attend the orientation "short course" was associated with a teacher or a director being a special problem -- either because of a lack of basic understanding of how instructional television worked, or a latent hostility. Failure to participate, in fact, would seem to be a valid warning of future difficulties.

3) Introduction: Once a school has been designated for television, the utilization Volunteer to whom it has been assigned visits the school, confers with the director and teachers, and arranges for the locating of the TV set in the school. Ideally, this step follows the orientation "short course," but sometimes lack of time forces it to come first. Since few schools meet all the criteria perfectly, the Volunteer also

attempts to achieve agreement for improvements. This includes problems concerning wiring, selection and furnishing of a viewing room, set security, and the like. The Volunteer will also try to arrange a system for the distribution of Teacher Guides in the school, and to identify himself and some local Colombian school official as persons to inform in case of any difficulties. The set itself is installed by a Volunteer technician and his Colombian counterpart employed by the Department (state). The utilization Volunteer also will attempt to amplify and reinforce the information presented in the orientation sessions. This phase may be completed in one visit, or it may require several. It may be thought to end when the set is installed in a classroom, functions, and the teachers are prepared to begin teaching with television.

4) Organization: This phase begins when the school starts to receive telecasts. It involves the adapting of the school's operation to the demands of television -- in essence, the restructuring of practices around the television. This means the revising of class and recess schedules to fit the television schedule, the shifting of classes in and out of the television room, the providing of 15 or so minutes before and after each telecast for the complementary "motivation" and "follow-up" teaching, and attention to the set and its placement and location for expeditious use. In a sense, this phase is the empirical test of the success of the orientation and the introduction arrangements in the school. On almost every visit, a Volunteer will find something that could be working out better, and will have to adopt some tactic to achieve change. Some classes may be missing their

telecasts; the viewing room may be overcrowded for one showing and empty during a repeat; the noise from recess may drown the sound; so much time may be lost in class shifting that there is little "motivation" and "follow-up"; reception or set adjustment may be marginal; viewing may be difficult because the room has not been sufficiently darkened; the Teacher Guides may not be reaching all the teachers; and the like. Hopefully, there is steady improvement in a school's adaptation. However, many visits are likely to occur before a utilization Volunteer is satisfied with a school's state. The goal is adherence to ETV -- regular viewing under conditions where learning can occur. This establishes the necessary foundation for superior instruction and further educational reform through television. This phase is a crucial one for the success of the televised instruction. If the school's organization cannot be fitted to television, there is at the minimum a great loss in the amount of television reaching the children and in the amount of other time devoted to teaching; at worst, the school staff may become so frustrated and discouraged that the television is largely abandoned. The utilization Volunteer performs an absolutely critical function at this phase. We find in the 13 case studies (and in the "critical incidents") that the Volunteer must again and again attend to these kinds of problems in every school.

5) Teaching: In this phase, the Volunteer focuses on improving teaching practices. It occurs concurrently with that concerned with organization, although it continues as long as a Volunteer gives attention to a school. The typical mode of instruction in Colombian schools is rote memorization. The roots of the practice are the teachers'

limited training and education, for they have learned little of any other method, and their own school experience, for that is how they were taught; it is strengthened by values and socio-economic conditions that offer little hope of independent thinking or originality being of much use to the mass of poor whose children attend public schools; and it is promoted by the crowded classrooms which inhibit individual attention and make teaching easier when discipline and lock-step are emphasized. The Volunteer observes classes, makes suggestions to individual teachers, holds meetings to demonstrate different ways of presenting materials, and encourages the teachers to adopt new ways and criteria. The vehicle for this is the television. The specific lever is the Teacher's Guide, which contains for each course advance outlines of the telecasts and suggestions for complementary teaching. The basic method is encouraging full use of the Guide, which at best serves as a crutch for the insecure and an inspiration for the more creative. This phase ends only when a Volunteer is assigned to new schools. It occupies as much of his time as other problems in the school, and the problems of other schools, permit. It cannot occupy all of his time, for it assumes the foundation of orderly adaptation to television which usually follows only upon his assiduous effort.

The overall goal of the utilization Volunteer is a self-perpetuating functioning of television in the school -- a state of equilibrium. Then, presumably, the school can become primarily the responsibility of the two or more special supervisors in each Department (state) assigned to ETV and regular local school officials. The exact point at which this occurs is up to the Volunteer's subjective judgment. This is influenced by the school calendar, which makes the beginning of each of the year's two semesters (February-June, and July-November) the most feasible time to introduce television into an area. As a result, Volunteers have come to look upon a semester as the right amount of time to adapt a school to television, since this permits them to transfer to a new area. There have been many individual exceptions to this pattern; Volunteers (although not necessarily the same Volunteers) have continued to attend to some schools relatively continuously for as long as three semesters. We find little in the 13 case studies, or in our two years of observation, that suggests that less than a semester would be feasible. For one thing, the fact that a Volunteer works concurrently in many schools -- perhaps as many as 20 -- limits the amount of time he can give to each. For another, some time is necessary for problems to arise and for school people to try out various solutions before settling on an acceptable one.

We should also emphasize that criteria for "successful adaptation" are always open to debate. Television use and organizational adherence to the demands of television may come relatively quickly. Changes in teaching methods take longer, and it is rare for a Volunteer to be fully satisfied with what has been achieved in a semester. There is also wide variation, depending on the background and skills of the Volunteer, in the amount of teaching change different Volunteers can bring about. In our opinion, the establishing of a functioning system of televised instruction in the schools simply lays a foundation that could and should be built upon by continued in-service teacher training by Volunteers or others.

A Sample Case Study

In order to illustrate empirically the typical pattern of school adaptation, we will now present one of the school records compiled by a Volunteer. Because the case studies are quite long (averaging 30 typed pages), we have condensed the account. However, we have tried not to distort the Volunteer's description and to retain the flavor of the report. [Our comments are in brackets.]

A Case Study

Evaluation: Likely to adapt to television relatively less well.

Reasons: a) The television classes after a few weeks have not been integrated into the regular schedule. Teachers are always forgetting when it is time for their class, or missing classes because of church attendance, and the like. Other schools in the area have released the entire school for church except for the class having a television lesson at the time.

b) The director is inefficient and irresponsible -- not one thing he has been in charge of has gone smoothly.

c) The teachers seem very unsure of themselves while teaching with the television. Several times they have asked me to give their classes for them. [Volunteers avoid this except to give a demonstration, on the correct grounds that nothing is gained merely by doing a job someone else must learn how to do.].

Survey and Selection: The school was surveyed by a Volunteer. It met the basic conditions for television installation -- first through the fourth grades, power, wiring, security, television room. In addition, the school is located in one of the poorest neighborhoods in the city and the area supervisor, who chose this school, felt that the television would be especially appreciated here.

γ

The School: This is a brand new Alliance for Progress school. It is the only school I know that has both boys and girls attending -- this is because there are so few pupils in the area that it would be a waste of facilities to limit the school to one sex, as is customary. The school building, although new, is already beginning to fall apart. Tiles on the floor are broken, planters holding flowers have been smashed and lie in pieces and windows are broken. [This is not typical of Alliance schools; as noted earlier, their upkeep varies in the same way as among older schools, and it depends primarily on the attitude of the staff.] The school has six classrooms plus one auditorium room in which the TV set is installed. This latter room is open and right off the playground with the result that there is too much light for good viewing and it is impossible to hear the sound if there are children outside. I have suggested that the school get curtains, but so far they have not done so. The children who attend live in shacks along the river in an area called los turgurios (the slums) that doesn't even rate officially being considered part of a barrio (sector of the city). The children come to school barefoot, in torn, patched clothes, and are a dirty, rough-looking lot.

The People: There are six teachers in the school -- four women and two men. There doesn't seem to be much rapport between them. (An aside, but I have noticed that in the schools where all the teachers are women, the quality of teaching is usually a lot better. The women get together and talk over their classes, compare lessons, methods of teaching, and the like. I've never seen this happen in a school with men and women teachers -- the men often get together during recess to chat, and I doubt that they talk about education, while the women go off by themselves.) The director is a young man, new this year. The classes are relatively small, averaging about 35 pupils. There are two first and second grades, and one third and one fourth.

[As the Volunteer concluded, as indicated by the "relatively less well" expectation in regard to adaptation to television, this school was likely to be a particular challenge. The reader can readily see the signs -- slowness in fitting the school's schedule to television, indifference toward viewing telecasts, poor television room, new and inexperienced director, and a lack of esprit convincingly evidenced in the school's physical state.]

The Process of Adaptation:

I was not the Volunteer who surveyed this school in November, so my first contact was at the end of January, a few weeks before telecasting was to begin. The school had been chosen by the supervisor for ETV, and I went to the school to double-check the conditions and arrange for a room in which to install the set. The director greeted me very cordially. We looked at the rooms, and he said he thought the best place was the open auditorium room since that was the only one that was free. I said that it might be all right, but that I could foresee several problems: a) it was right off the playground; b) it was not dark enough and a whole wall of curtains would have to be put up to darken it sufficiently; and, c) the room also serves as a hallway between the girl's playground and the boy's playground and, according to the schedule, there would be a television class in session while the rest of the school was in recess. My suggestion was to make this room into a regular classroom since it was already equipped with a blackboard, and use a classroom for television; this way, it would be empty during recess. He didn't care for this idea. He said he still felt this room was best -- they could put up curtains and rearrange the school's schedule so that there would be no interference with the television. We also talked about the orientation course we had given for all the teachers who were to use television. I asked if all the teachers from his school had attended. He said no, that only two had attended because the rest had been busy enrolling pupils. Perhaps so, but all my other schools managed to send all their teachers and they enrolled far more pupils. I spoke with the two who had attended, and after quizzing them about what had happened in the course, I asked if they felt they could train the rest of the teachers. Of course, they said they could, and I made a mental note to give this school extra attention in the first few days of television. On this first visit, I also explained to the director what had gone on in the course, and gave him a brief rundown on the responsibilities of the director in working with ETV.

Shortly after this, the area supervisor and I called a meeting of all the directors whose schools were to use television. At this meeting, we distributed the first Teacher's Guides and reviewed the way the televised lessons should be used by the teachers. The director of this school came late, and missed a good part of the meeting. He was the only one who came late.

My second visit to the school was during the first week of television. By chance, the first teacher whose class I observed happened to be one who had attended the orientation course. She obviously felt ill at ease with me there, but she started quite well. Her "motivation" (pre-telecast instruction) showed that she had the right idea. However, after the telecast she began to put some mathematics problems on the board, and I could see that she had missed the point completely. I called her over and explained that she was doing the problems incorrectly. She said she wasn't used to the "new math" and didn't really know how to teach this point. So, I offered to give this "follow-up" (post-telecast instruction) for her. After my demonstration, she said that she felt she understood.

The next two televised lessons were for the class taught by the director. He followed the "motivation" and "follow-up" pattern correctly, but his manner of teaching was horrible. He shouted and yanked the kids around when they didn't answer him correctly, and never really taught the class anything of the content of the lesson. I hardly knew what to say to him. After fidgeting through his class, I decided the best thing would be to call a teachers' meeting and explain again to them all how the television should be used. I had hoped that this meeting would be rather informal, and that they would ask me some questions about teaching with television. But I couldn't get them to say a thing. It ended up being more of a lecture by me on how to utilize instructional television. Since the teachers didn't have any comments, I didn't know whether they had absorbed any of my explanation [Here the Volunteer appended a note: "In my later visits, I saw that they had not."].

[These passages show why the improving of teaching is a slow and trying undertaking. In one instance, both the Volunteer and teacher were embarrassed by the Volunteer's intervention in the class, yet it was clearly necessary if the class hour was not to be a confusing waste for the pupils. In cases like this the Volunteer must make subtle decisions whether to risk affront by taking direct action. In the instance involving the director, the Volunteer chose an oblique approach. A more direct attack was probably not feasible, since in this case the problem was diffuse rather than concerned with a specific point. Note, however, that in neither instance was the Volunteer able to obtain unambiguous feedback as to her success, nor did it fit in for the teachers to practice immediately what they had learned so that the Volunteer could reinforce desirable behavior.]

My next visit left me with a headache. I arrived to find little boys carrying the TV set into the room from security storage, when only the week before I had explained to the director that only the teachers were to move the set, adjust it, etc. Then I learned that the first and second grade teachers had just changed grades, and the one who had changed to second grade was thoroughly confused and had been missing her telecasts because she didn't have a copy of the schedule (the director was supposed to have handed this out to all the teachers). We went to talk with the director about this and found that he hadn't handed out any of the schedules -- they were still sitting on his desk. We got that taken care of, and I sat down to watch a morning of fair to poor "motivations" and "follow-ups." The teachers weren't following the suggestions in the Guides and their teaching showed very little preparation. I talked with each teacher after his class and gave suggestions on how he could improve. And I tried to find a couple of good things to say about each one. The rest of my criticisms I wrote down in my notebook to save for another visit.

On this visit, I arrived to find that the school had been missing the telecasts for two-and-a-half days because the vertical hold was off on the TV set so that the picture was rolling. As they hadn't called the technicians to fix this, it might have gone on for days longer had I not come when I did. I showed the director how to fix this himself, and we called in the class whose program was just coming on. Since there was no time for a "motivation," the class watched the program cold, and then, instead of there being a "follow-up," the class left immediately for church. I did not observe the next class, either, since it too was in church.

[As has probably become apparent, gratuitous "surprise" frustrations are part of the utilization Volunteer's workday. Here, two coincided: a set malfunction that should have been corrected without the Volunteer's help, and church attendance that in other schools has been scheduled so as not to interfere with the instruction. Note, however, that without the Volunteer's visit to this school, it would in effect have dropped out of ETV for an indeterminate time. At this time, this school had not yet come to think of television as an integral part of its functioning.]

On this visit, everything went fairly well -- for awhile. The first teacher whose class I observed was the same one to whom I had given the special "new math" demonstration. She had improved, and was now following the "rules" for good utilization of television. The teacher who followed her also had improved her "motivation," although it lacked imagination. However, her "follow-up" was poor. She simply told the kids to draw whatever they liked best in the telecast. I asked her why that was all she was going to do for the class. She said this was her "follow-up" because this was what the kids liked to do best of all. I showed her all the suggestions in the Guide, and pointed out that just drawing was not helping the pupils learn any of the ideas covered in the program. [The Volunteer spent the day at this school. In the afternoon, she observed the class of a teacher she had not watched before, and found the teacher had never received a Guide from the director during the almost six weeks so far of telecasting. This led the Volunteer to the following comment: "I think the problems in this school are mostly the fault of the director, because most of them have been the result of his poor organization or his lack of awareness of what was going on with the teachers."]

This school seems to be slowly coming around. I am really amazed. On this visit all the classes were in the television room on time and received a full pre-telecast "motivation"; all the teachers were prepared; the benches and the TV stand in the television room had been freshly painted (before, they were a pretty motley-looking display); and, when I asked the director about the curtains to darken the television room, he told me that the school was planning a fiesta for the next Sunday to collect the necessary money. [The Volunteer provided descriptions of the improvements and continuing problems in the ways the various teachers conducted their classes. These comments were consistent with her general observation of marked progress.] Before I left, I told the director how much more pleased I was with his school this time. He said, "Well, yes, that is always how it is. It takes awhile to get things organized. But things should go much better from now on." Let's hope.

[This is a typical pattern of a school's step-by-step adaptation to television. The initial step concerns logistics; then, reorganization of the school -- the schedule, and the way classes are conducted -- around the television; next, the elimination of disruptions and problems concurrently with an effort to improve teaching practices; finally, the school seems to be approaching a point of reasonably efficient, reliable operation built around television. We have not included all the problems and difficulties attended to by the Volunteer. However, we have tried to include a sufficient number and variety to show how important for television is the function performed by the utilization Volunteer. There is little reason to think that a system for introducing instructional television into the schools of a developing country that did not somehow provide for the services the Volunteer performs would have much success. The penalty for ignoring the problems imposed at the point of reception is likely to be crippling. One subtlety of strategy might be overlooked, and therefore calls for special mention: there has been no attempt to dictatorially impose television on schools -- which in this school, for example, would have led to the arbitrary designating of whatever room seemed best for television regardless of the school people's opinions -- but rather an effort to fit the television as much as possible to the wishes of the individual school. This reflects the belief that long-term progress will be promoted by the fullest possible involvement of each school. Although idealistic in conception, it would also seem to be a sound approach -- especially since a more stringent one would require the Volunteer to function as the agent of higher officials with whom lies the only real authority over the school. In regard to this particular school, the Volunteer's comments in the final interview on the school were essentially the same as in the visit with which we halt above -- the school had improved considerably, and appeared to be ready to function with television independently.]

[The Volunteer included in her account a comment on one of the factors which she felt diminished her effectiveness at this school. We append this below because we feel it is an insightful observation, since it suggests how seemingly minor things affecting Volunteer interaction with school people can have a potentially large effect.]

This school doesn't have any chairs in the director's office, so I rarely sit down with the director to talk when I come to visit the school. Our conversations are usually in snatches while he is watching children during recess, or while we are standing in the hallway between classes. This makes it difficult to really explain things thoroughly as I always feel that I have to condense whatever I want to say in order to use the least amount of time possible. A few times I have asked if we could go sit down somewhere, and he has had chairs brought into his office. But even on these occasions, our conversations have usually been interrupted so often that I still feel rushed -- usually by disciplinary matters. This thing about the chairs may sound silly, but I find that it makes a big difference in how much I can get said.

Part III: "Critical Incidents" and Case Studies: Summary and Discussion

We have examined the role of the utilization Volunteer by analyzing "critical incidents" and case studies of schools using television. The "critical incidents" consisted of 337 descriptions of problems encountered by the Volunteers in their efforts to make instructional television effective at the crucial point of reception, in the schools, as recorded daily by the Volunteers themselves in "problem diaries." The case studies consisted of the records of how 13 schools adapted to television over a semester compiled by the Volunteers working in these schools. Both were collected during the first semester (February-June) of 1965, which was the ETV Project's third full semester of operation. By this time, the Peace Corps and the Volunteers in ETV had had a full year of experience with instructional television in Colombia on which to base operations, and the data constitutes a fair and accurate representation of the day-to-day job of building a receiving network for a project of this kind.

In analyzing the "critical incidents," we tested the validity of the initial conception of the utilization Volunteer's role, held when the ETV Project was inaugurated in Colombia at the beginning of 1964, that he would be primarily an educational consultant who would work mostly with teachers individually to improve teaching methods. We found this picture to be incomplete. Moreover, in our opinion the missing portion has implications for Volunteer recruitment and training and for project planning and operation.

We found that most of the problems confronting the Volunteer concerned successfully adapting the school to the new demands imposed by using television on facilities and scheduling. As a result, he often worked with school directors (principals) and supervisors, and even when working with teachers, he often dealt with them in groups rather than individually because problems affected a whole school and the coordinating of work.

We conclude that the utilization Volunteer's role has two components: a) school development, and b) educational consultation. In school development, he acts in regard to the school analogously to the community development Volunteer in regard to a town or village. Serving as a catalyst, he must mobilize the staff of the school to improve its physical facilities for effective television use, and to change their organizing of work so that it is built around the television. However, his mode of work is not at all like that of the community developer: the utilization Volunteer works with many schools concurrently, while the community developer works with one or at the most a few communities; the utilization Volunteer deals with his people in regard to relatively limited objectives defined for him by the nature of the project in which he is participating, while the community developer defines many or all of his goals except for the idealistic one of community mobilization for self-help; the utilization Volunteer turns to new schools every few months, while the community developer often works with the same people throughout his 21 months of Peace Corps service; the utilization Volunteer functions within a large, special purpose project as one of its components, and his work must be consistent with and coordinated to the goals of the project as a whole and the work of other ETV Volunteers in other spheres, while the community developer is, by contrast, largely independent. In educational consultation, he communicates ideas aimed at modernizing the rote memorization-based teaching.

The case studies amplified the picture provided by the "critical incidents" and illustrated the typical pattern of school adaptation to television. A school passes through a number of distinct but occasionally overlapping phases before reaching a state of equilibrium in which the pupils will almost certainly regularly receive televised instruction under satisfactory conditions without continual attention from the Volunteer. This process begins with the surveying and selecting of schools with characteristics promising for television, and only in the final phase does the Volunteer become primarily concerned with communicating teaching advice.

Taken together, the "critical incidents" and the case studies make it clear that the Volunteer's fulfillment of his role of educational consultant depends on his success as a school developer. It is only _after_ television has been made the accepted and working basis of a school's operations that he can devote himself fully to using it as a vehicle for changing the individual teacher's method.

They also make it clear that the function performed by the utilization Volunteer is _essential_ for the large scale introduction of instructional television into the schools of a developing country. Because television brings so many new problems to a school, merely installing TV sets cannot guarantee instruction by television. Individual attention must be given at every point of reception if there is to be a true receiving network.

In fulfilling both components of his role, the Volunteer must persuade others to change their behavior. His goal is to obtain compliance. However, as a school developer, he deals with a social organism, the school, that is itself part of a larger institution, the educational system; as a teaching advisor, he deals with individuals.

The implication for Volunteer recruitment and training of the expanded conception of the utilization Volunteer's role is that knowledge of teaching methods and theory, and the ability to communicate that knowledge on a practical level, although important, is not enough. The utilization Volunteer also must possess skills of persuasion and knowledge of how to bring about changes in the way people behave, and especially how to alter the behavior of groups. This kind of knowledge might be called practical social psychology -- the concepts and techniques of persuasion.[7] It should be part of Peace Corps training.

The concern with adapting the school as an entity to television gives special emphasis to the importance for Volunteer effectiveness of such knowledge. However, the same basic skills also can be applied to altering individual's teaching. In addition, not only would such skills be useful when working on teaching with individuals, but much teaching information can be more effectively and economically communicated to teachers in groups. As our data illustrate, the Volunteers have found this to be a worthwhile approach for they frequently employ it. However, it is not enough for the Volunteer to assemble a group of teachers. He also must know what to do with it once he has it together. Presumably, increased awareness and knowledge of the dynamics involved, and the techniques that might be invoked, would increase Volunteer effectiveness. Thus, this kind of knowledge is important for both components of the utilization Volunteer's role.

Of course, the educational consultation part of the Volunteer's role also has implications for recruitment and training. The utilization Volunteer should know as much as possible about teaching methodology, and have confidence in his mastery of its techniques and theory. Ideally, the utilization Volunteer would have pre-Peace Corps training and experience in teaching. At the minimum, his Peace Corps training should include such knowledge.

We have not given extensive attention to certain traits utilization Volunteers should have because they are so obvious. Of course, he needs tact, patience, ability to suffer frustration, and sensitivity to the way people behave in organizations. The importance of certain skills and knowledge also hardly need emphasis. He must know how Colombian schools and the Colombian educational system operate, and he must be able to communicate well in Spanish, for communicating is his basic tool. Language skills are particularly important for the utilization Volunteer because his contact with specific persons is often relatively brief, and he must deal with a great number of them; he does not have the opportunity for the familiarity that permits idiosyncratic communication.

Typically, about a semester (February-June or July-November) has been required for a school to adapt to television. Often, very little of this time can be devoted by the Volunteer to teaching itself. The implication for project planning and operation is that the achieving of extensive modernization of teaching can only come with further efforts at in-service teacher training. The establishing of a receiving network of schools for television has merely set the foundation for further educational development. Once the network is functioning, educational consulting can begin. Another and more obvious implication, of course, is simply that the expansion of the receiving network in this kind of project is limited by the number of Volunteers or others who can perform the function of the utilization Volunteer in Colombian instructional television.

In concentrating on "critical incidents" and school case studies, we have not emphasized how the utilization Volunteer fits into the overall structure of the ETV Project in Colombia.[8] Hopefully, once schools reach an equilibrium in regard to the television, they continue to use television effectively without his regular attention. At this point, the schools become the responsibility of special Colombian supervisors assigned especially to ETV who, to a great extent, learn of their duties from working with the Volunteers. Through the end of 1966, they were too few in number (about one for every 100 schools) and too inexperienced in regard to instructional television (their only experience has been that of the Peace Corps project) to substitute for the Volunteers at an earlier stage. However, precisely because of the work done by the Volunteers, these Colombian officials presumably can maintain the established receiving network.

There is also one aspect of the utilization Volunteer's function in the ETV Project that, because of the nature of the "critical Incident" and case study data, might be overlooked. This is his function as a communicatory link between the teacher and school director and the entire new ETV system.[9] It is through the Volunteer that the teacher relays ideas and reactions regarding the new instructional medium, and it is to the Volunteer that he communicates his dissatisfactions. This integrating of the school people into the ETV is an important part of the utilization Volunteer's job, although it occurs as a by-product of his work. This is another function which the Colombian ETV supervisors assume once the foundations have been laid by the Volunteer.

FOOTNOTES

[1] For research measuring the utilization Volunteer's effectiveness, see Reports No. 2 and 4 (*), this series. For a view of his place in the project as a whole, see Report No. 1 (*), this series.

[2] For a complete schedule of the telecasts, see Report No. 1 (*), this series. For the teachers' reactions to the televised courses, see Report No. 8 (*), this series.

[3] The "critical incidents" of 1964 are reviewed in Interim Report No. 4: "Critical Incidents" in Introducing ETV into the Classroom," included in Maccoby and Comstock, The First Year of Peace Corps Educational Television in Colombia (Bogota: Institute for Communication Research, 1965).

[4] Flanagan, John C., The critical incident technique. Psych. Bull., 51, 4, July, 1954.

[5] See Report No. 4 (*), this series. The scale and use of "critical incidents" for this purpose is also discussed in Report No. 10 (*), this series.

[6] We are indebted to the following Volunteers for serving as our participant observers: Corrine Clemmons, Ann Emanuels, Gay Heiden, Phil Klein, Gloria Klein, Bonnie Kosmack, Larry Oman, and Martha Oman.

[7] For an experiment we conducted in Colombia concerned with improving persuasive tactics, see Report No. 7 (*), this series.

[8] For a broad overview of the project's organization, see Report No. 1 (*), this series.

[9] For data on teacher communicatory patterns in regard to ETV, see Report No. 5 (*), this series.

*Titles are listed in Reports In This Series, at the end of this volume.

Part IV: The "Critical Incident" Casebook*

---

* separately paged

I

This section contains over 100 of the detailed anecdotal accounts that the utilization Volunteers recorded in problem diaries in early 1965 describing the difficulties and frustrations they encountered on their jobs, and the ways in which they attempted to resolve them. They were selected from the 337 collected at the time to cover the full spectrum of problems with which these Volunteers had to deal.

Originally, these "critical incidents" comprised a casebook prepared for ETV utilization Volunteers in training for Colombia at Brandeis University in mid-1966.* They were used for job familiarization, discussion and review of techniques the Volunteers might later apply in the field, and as a basis for the actual practice by role-playing of these techniques. The Peace Corps judged them to be extremely useful. We are including them in this volume so they will be readily available again for training, as well as for their rich description of the problems instructional television is likely to encounter in a developing country in a crucial but sometimes overlooked place -- the point of reception.

When used in training, these incidents can better prepare the prospective utilization Volunteer for:

1) The _kinds of work_ he will do;
2) The _kinds of people_ with whom he will work;
3) The _kinds of problems_ he will encounter;
4) The _kinds of knowledge and skills_ with which he should be equipped.

In order to profit from them, the prospective Volunteer should approach the incidents with certain questions in mind. What goal was the Volunteer seeking? Was it a reasonable one? What host country person or agency must act to solve the problem? Was the Volunteer working with the right person(s)? What was the Volunteer attempting to accomplish with his communication to the host country person(s)? Was he trying to relay information only? Or to change behavior? What kinds of knowledge or skills were needed by the Volunteer? What might the Volunteer have done to be more effective? In answering these questions for himself, the prospective Volunteer will develop a framework for solving these kinds of problems that he can apply in the field.

---

*_The Educational Television (ETV) Utilization Volunteer at Work_ (Stanford: Institute for Communication Research, 1966).

Any reader, of course, should always bear in mind the character of this material. By their very nature, the incidents reflect the negative, for those aspects of utilization going smoothly would never find their way into a problem diary. In addition, many of the incidents reflect the difficulties of introducing television into schools which had not previously used it, and would seldom occur twice with the same school. Moreover, the incidents reflect only the perspective of the Volunteers, and do not take into account the views of the host country persons involved.

As described previously, the material was collected by the "critical incident" technique in which the essential characteristics of a job or activity are uncovered by sampling problems faced by individuals engaged in them. In this case, the utilization Volunteers were asked to keep a problem diary for three weeks, each day recording one or more of the difficulties or problems they encountered. For each incident, the Volunteers were asked to specify not only the nature of ths problem, but who was involved, what was said by whom to whom, and, as far as could be said at the time, what the outcome was. After the first few incidents had been reported by a Volunteer, they were reviewed individually with him to obtain as much specificity and completeness in the future as possible.

To insure anonymity, the names of Volunteers have been changed to numbers. However, the site is listed at the top of each incident, and at the end there is a brief description of the sites, as well as a glossary of unusual terminology.

In closing, we should note that, although gathered from Volunteers in the Colombia ETV Project, these incidents have much broader relevance. In kind, the problems are typical of those that such an undertaking would encounter in any developing country, including those outside of Latin America. Moreover, in many instances the problems at root are typical of those which a Volunteer would face in bringing many kinds of innovation to a school, although in this case the focus is on television.

Volunteer: 1

Date: February 22, 1965

Site: Medellin

We were told today that the schedule will be changed for the third time in two weeks of broadcasting--a nice prospect for the classroom teacher who must alter her own schedule every time the TV schedule changes too. So, we are getting a little unpopular with this schedule bit.

Volunteer: 1

Date: March 2, 1965

Site: Medellin

Between me and the director--about changing the school's schedule to conform with the ETV schedule. My complaint was that the director had not changed the recess schedule--and thus during a TV lesson everybody but the one class was in recess, and the noise was very distracting. Also, during the morning period of 8:00 to 8:15 there is much distraction, and during the 11:00 to 11:15 utilization period the same children go home. He said it would be impossible to change the schedule, but that he would try to keep the noise down to a minimum but that for several fairly good reasons he didn't want to change the present schedule. Our solution is provisional--to try to keep the noise down, but permit classes to watch TV, stay in utilization, etc. while other classes may still be lining up to file into their rooms, or (at 11:00 a.m.) leaving to go home while the TV group stays and utilizes the TV class. (This is the customary "first try" with their proposed solution, and if it doesn't work out satisfactorily, as I expected, then I get my turn to try my solution which would be for the whole school to go on the TV schedule).

(In my mind the real problem is that in the director's mind, ETV hasn't arrived permanently on the scene yet and thus he doesn't need to change his ways for awhile. This will change as I repeat visits).

Volunteer: 2

Date: March 23, 1965

Site: Espinal (Tolima)

Centro de Ninas

Upon arrival found cable split and one TV set was out of use. After that the set was acting up--screen looked like snow-flakes. Remedied that by pushing the cable up higher with a broom. It worked--so I saved the two remaining programs.

Volunteer: 3

Date: March 1, 1965

Site: Honda, Tolima

Found one teacher unprepared even to open the door to the TV room for he had left his keys at home. Finally he sent a kid in through the roof to open up. By that time the class was on the air, so we missed any motivation which is just as well because the guide for Math II has run out already. Afterwards, he didn't have his "regletas" for the followup. I really didn't worry about it because he's just switched from first to second grade, and it's all kind of new. We made arrangements for all five teachers and me to have a meeting on Saturday to make audiovisuals for Mathematics, "Lenguaje", and Music.

Volunteer: 3

Date: March 9, 1965

Site: Honda, Tolima

Awful, awful, utilization in this school which hasn't been able to use TV because of all the technical problems. There's lack of order and discipline, with one exception the teachers are very poor, and it's one chaotic mess. This morning Channel 11 wasn't transmitting and Channel 7 was coming in with awful noises. Teachers not only were not prepared but didn't even follow the simple suggestions of the guide when they read it.

Volunteer: 3

Date: March 9, 1965

Site: Honda, Tolima

Blooming fourth grade teacher in the afternoon was just as inadequate as ever in Social Science--kept stressing how lucky Colombia is to have a coast, but never touched upon why, or what a coast is good for. He began his motivation with dictation of a bunch of boring facts to be copied in notebooks. I took a few minutes of that and could stand no more. So I stopped him and did the follow-up myself with a question answer session about coasts and related subjects making the kids think.

After class, I told him that the dictation method is out and tried to make him see that kids don't necessarily learn anything from it, and don't have to think (using that method).

I'll be there to pound it in later.

Volunteer: 3

Date: March 10, 1965

Site: Honda, Tolima

There's so much chaos and so much poor teaching that I'm about to lose my patience.

Volunteer: 3

Date: March 12, 1965

Site: Honda (Tolima)

Fruits of a whole week's work! The fourth grade teacher who's been the worst of all those very bad ones, was prepared, had read his guide, planned what he was going to teach and how, and had visuals made. Also had a lot of stuff out on his desk as if to make more. He was so much surer of himself and made one think almost that he knew what he was talking about.

Volunteer: 4

Date: February 23, 1965

Site: Medellin

No one was sure what was going to happen with the "regletas" for Mathematics II and III. The "regletas" sold in Medellin are different colors from the ones used in Bogota (and consequently those shown in the TV Guides). Our teachers here don't know what to do--repaint the ones they have to match the Bogota colors (huge job); buy new ones; try to untrain the children who have already learned the color values for the Medellin "regletas"; etc. And we haven't received any definite word on this from Bogota, so we don't know what to tell our teachers.

A teacher in this confused state awaited his Mathematics III class with his box of "regletas" in hand. On came the TV program scheduled to be about regletas but, without notice, the "tema" had been changed to "Join Intersecting Conjuntos." Unprepared for this class, the teacher tried to do a good utilization by forming "conjuntos" out of the only material he had: "regletas" of different colors.

. . . And we still don't know where we stand with regard to the "regletas."

Volunteer: 4

Date: February 25, 1965

Site: Medellin

Another case of disorganization on the part of the teacher. She was running the school store (during recess) until two minutes before her TV class began. With no motivation, the class missed the point of the program on Climate.

The Peace Corps Volunteer asked the teacher to trade this "responsibility" with another teacher if it interrupted her schedule again. "They keep to their routine and never think of changing it."

Volunteer: 4

Date: February 26, 1965

Site: Medellin

All went fine until the 10:05 class. Then the horizontal hold went off on the TV set and we saw no picture, although the voice was clear. The teacher tried to follow along with the voice doing the examples with bottle caps etc., but was clearly annoyed at the inconvenience it was causing her. She asked me if there wasn't some way to fix her set, and I, knowing that you can't get to the horizontal hold button, told her "no"---that we just have to wait for the techs to come. Just then, a teacher passing by outside the TV room looked in and saw what was going wrong. She rushed in and pushed the red button behind the set (which is supposed to reset the picture if there is a power failure, etc.) and immediately the picture came on clearly. Needless to say this was quite embarrassing for me.

Volunteer: 4

Date: March 2, 1965

Site: Medellin

School: Liborio Mejia. I went to watch the third grade Mathematics teacher. I arrived a little late and was hoping to find him in the middle of his motivation for the class, instead he was just standing in the back of the room. So I asked him if he had already given his motivation for this class. He said, "The class is on 'regletas.'" I said, "I know, what have you done to prepare the children for this class?" "I drew the 'regletas' on the blackboard." Meanwhile, the class was noisy and the boys were fighting, running around the room, etc. At this point the TV class began. We watched it; however, the children were talking among themselves all the way through. When the class was over the teacher took his students back to their classroom supposedly for the utilization of the TV class. He copied the one problem (3+0 = 3) from the TV class on the board and told the children to write this in their notebooks. After waiting five minutes to see if he were going to do more, I finally told him I thought this was very little to do for a utilization of the TV class--that I thought he should develop the concept of adding zero to a number by giving the children more, and more difficult problems. He repeated what I said in a questioning tone which led me to believe that he didn't understand. So I took out the guide and explained the purpose of both the motivation and the utilization of the TV class. He said that he'd never

Volunteer: 4

Date: March 2, 1965

Site: Medellin

Continued

understood that he was supposed to be using the classes scheduled for "entre emisiones" and had been picking the TV classes out from the rest (thus apparently teaching only two classes of Mathematics a week--the boys had filled only two pages of their notebook with work). After going over the guide and showing him what should be done for each lesson, I quizzed him a bit about what he was going to teach the following day and what "teleclase" he was going to use next--to see if he really understood. He told me what he was going to do, and said that from then on he'd follow the guide...... We'll see.

Volunteer: 4

Date: March 8, 1965

Site: Medellin

An unbelievable case--but it happened. I had visited this teacher once before, but arrived just as the program began, so I missed the motivation that I thought she had given before the program. After the television class I waited for her to give a utilization, but she said she was very sorry, that the padre was waiting for her group in the church and they had to leave right away. I didn't believe that the padre couldn't wait 15 more minutes; going to the church immediately seemed to be just an excuse for her to get out of having to do a utilization in front of me. I didn't say anything though. I just resolved to see her again soon. That was the first visit. I returned to watch her class today. Her motivation for the TV class was to begin at 1:55. When two o'clock came and she still hadn't shown up in the TV room, I went to look for her. Her watch had the same time as mine, but she said she hadn't noticed it was so late. Then she wasted five more minutes getting her group lined up and marching them at a snails pace down the hallway to the room--stopping the whole line every two seconds to have someone out for getting out of place in the line. When she finally arrived in the TV room she had to seat each student personally. Only after everyone was quiet did she begin to give her "motivation." It consisted of telling the class for two minutes that they must be attentive, watching the TV class carefully; that "Lenguaje" was

Volunteer: 4

Date: March 8, 1965

Site: Medellin

Continued - 2

very important for them since this class taught them how to read, write, spell, etc. At this point she came back and asked me what book in lenguaje the TV teacher was using. I had been waiting for the opportunity to ask her where her guide was; so I told her there was no book, that she should be following the guide that accompanies the program and where was her guide! She said "What guide?--she'd never received one." I asked her why not, that I had personally given the guides to the director of the school to hand out to the teachers; all the other teachers in the school had guides. She said she just thought hers hadn't arrived yet.

At this point we went to talk with the director (who is a dud) about what happened to the guide. He said that he didn't know; he thought he'd given them all out, and didn't know this teacher didn't have hers. After trying to decide what had happened to it we decided that it had been "lost." I told the teacher and the director that if this ever occurred again, they should let me know right away, instead of waiting for me to notice it--there were extra guides in the ministry for the first week or so, but none are left.

In the end I gave her my guide and since she hadn't read it she said she was afraid she couldn't do a very good utilization for the program. She was right. She did a poor one that lasted about five minutes so I

Volunteer: 4

Date: March 8, 1965

Site: Medellin

Continued - 3

took over the class for her and demonstrated a utilization that could be done for that class. The stupid thing is that she also uses the Music 1 program and has the guide for that so you'd think it would have occurred to her that she should have a guide for "Lenguaje" as well. Instead she just stumbled along through all her "Lenguaje" classes never knowing what was going to come on, and never saying a word to anyone.

Volunteer: 5

Date: March 1, 1965

Site: Medellin

I went to Caldas, where they have a Philips set, and received an orientation from me last week. In this school the TV is the auditorium, a room also occupied by a first grade class. At 8:45 the second graders came to see "Lenguaje," sat on the floor around the TV set, and the first graders remained in their seats. The director hurriedly and shamefacedly explained that they are going to move the first graders to another building, but until that is done they would like to have the TV in the entrance way. I gave permission for this to be done temporarily. I got the idea that they've been using the set in the entrance way, but, since I was there today, had put it where it was "supposed" to be to impress me.

Volunteer: 5

Date: March 3, 1965

Site: Medellin

In a boys' school, which I visited later, there are discipline problems. The boys run into the TV room, make lots of noise, sit on the floor though there are desks, and in general are rowdy and disorganized. At the end of the morning I met with all the teachers and pointed out this problem to them, suggesting that they bring the boys in an orderly manner, make them sit in the desks, insist on silence during the programs, and at the end of the day straighten up the room, since it is as disorderly as the kids. After the meeting I returned to the TV room with one teacher and he pointed out the possibility of assigning seats in the TV room and practicing entering and leaving until the boys learn to do it well. I was gratified that he (and several others) was aware of the problem and trying to solve it.

Volunteer: 5

Date: March 10, 1965

Site: Medellin

In a small cramped school the TV set was in a room where not all the first graders fit. The set was therefore moved to a larger room that had one inconvenience: a class that meets in the adjoining room must enter and leave through the TV room. I observed two classes today and discovered:

1) The other class entered later and left earlier than the class using the TV set.

2) The TV set was disturbing the other class, and they were disturbing the TV class.

I decided, therefore, that it would be better to move the TV back to its original room. Two teachers told me during my stay that the TV was easier to use in its original place. The only problem is that the original room is the director 's class. Once before she told me that at first all the teachers wanted the set in their class, but since programming began they have seen the difficulties, the necessity of moving all day, etc., and now none of them want it. Today she told me that she simply could not work with the TV in her room. She is a young person, immature, and as much admitted that she had the TV moved just to get rid of it. In effect, she has shoved the problem on another teacher. I told her I thought it should go back in her room. The next time I visit I will insist. If she still refuses I will go to the supervisor.

Volunteer: 5

Date: March 18, 1965

Site: Medellin

I entered a TV classroom at nine a.m. this morning to find that two classes were watching a show. I immediately told one of the teachers that they shouldn't be doing that. She asked why and I pointed at the 50 kids sitting on the floor. Afterwards I accompanied one of the teachers to her classroom to observe. She didn't want me to come in, because as she said, she was not the teacher responsible for this teleclass, the other one had the Guide and was prepared. I watched her anyway. Afterwards, talking to her, I pointed out that a) there weren't sufficient seats in the TV room for two classes; b) all those bodies in a closed space made the room hot and smelly. She admitted that she did not prepare "Lenguaje" classes, and usually does no utilization of them, just takes her class in to watch them. She does have a Mathematics guide and does prepare these classes. I pointed out to her that she wasn't using the "Lenguaje" classes in the best manner, and that she was "responsible for" all the activities of her class. She agreed with these points and said she guessed she shouldn't be using "Lenguaje." After this talk, I went through the sam process with the other third grade teachers and a small group of other interested teachers. Then the director and I talked over the same subject. I think they now understand the issues, and will be more inclined to use the TV according to the norms that have been set up.

Volunteer: 6

Date: February 24, 1965

Site: Medellin

Went to another small town, Copacabana, to see if their Phillips set had been installed. (The Peace Corps Volunteer is in charge of utilization in these schools but the installations are done by the Phillips Co.) The TV was in the house of one of the parents who was safeguarding it. The director didn't want it nor the problem of having one teacher having to move all the time, nor the problem of security. I'm going to tell the "tecs" to haul it away.

I was absolutely disgusted with her. Tried to persuade her--show her ways to get around her problems but she seemed too disinterested. I felt it wasn't worthwhile--if she doesn't want it, why push it? I thought I would go to the supervisor but have decided that it is ridiculous to bother.

Volunteer: 6

Date: March 3, 1965

Site: Medellin

Being Ash Wednesday the school was going to get ready to go to church just when I came. Then they decided to watch the TV program just before leaving. I found two grades crowded into one hot sticky room, all standing up. I told the director that there should only be one because it was so crowded and because they wouldn't be able to pay attention and learn. He said that one of his teachers had recommended this way so as to take advantage of the TV. So he then brought the teacher over and I explained to him the reason against it and he agreed. I also mentioned to the director that he might be able to get some "desks" from Postobon. So he copied the name down and said he would give them a call.

Wasn't anything I could do about them missing TV on account of Ash Wednesday. I could only make sure that they went over the material before the next teleclass.

Volunteer: 6

Date: March 8, 1965

Site: Medellin - Bello

Found a school completely empty except for some cleaning ladies. They forgot to tell me when they were moving so that I could install any set.

Found the school they moved to and then picked the ETV room. It is run by nuns and they are extremely co-operative, and will have everything ready when the "tecs" come.

Volunteer: 6

Date: March 12, 1965

Site: Medellin

When I first walked in the school I found two grades watching a program which was supposed to be for Natural Science IV.

Even though "the horario" was a little off, they hadn't bothered to listen to the announcements after the show, to see what was coming on next.

Kids were touching the TV and getting their hands all over the glass in front. At this time I was talking with the teacher while he assured me that the kids always are kept away from it. When I told him to turn around and look at the kids, he rushed right over and told them to leave it alone. This was followed by a short lecture.

I talked to the supervisor about the problems and he promised to get on them right away.

Volunteer: 7

Date: February 24, 1965

Site: Medellin

Yesterday evening I received a long-awaited telephone call from a teacher at one of my schools. It was to inform me, as I had asked they do, that the TV set and antenna had finally been installed, only a week and a half after the beginning of ETV programming. The teacher said that she had tried to call me during the day from the school, but that she had been unsuccessful since the school has a pay phone and the coin box was so full that it would accept no more dimes; thus she had to wait until she got home at night to make the call.

She said she had called, and not the director herself, because the director was in bed with a fever and sore throat. I thought that was really too bad, since the director was the only real sharp person at the school, and her direction of the change-over to smoothly-functioning ETV would be indispensable. I recalled that none of these teachers had attended our little "orientation course," since, somehow nobody had told them about it. I also remembered that I had held a special orientation session for these teachers and for those of another school which had likewise missed the regular course, at which all attended but the director, who was in mourning for her recently passed-away mother (really aunt). However, I had made a visit to the school, during which I specifically talked to the director about the ETV program and how it

Volunteer: 7

Date: February 24, 1965

Site: Medellin

Continued - 2

was to be set up, leaving in her possession of the "horarios" and a complete set of teachers' guides. She seemed intelligent, understanding and enthusiastic.

But even if she was again unavailable, this time due to illness, I knew that I should get up to that school and help them get things started off right. The teacher who called had mentioned that the set had worked fine in the morning, but when they put it on in the afternoon there was no picture. I promised to be there before eight o'clock to check over the set.

I arrived a few minutes before eight, just in time to help the "Celador" carry the set into the classroom and put it in the low-standing teacher's desk, since the special base, promised for the day before, had failed to be delivered by the carpenter. I immediately noticed that the channel selector read six instead of eight and after putting it right there was a nice test pattern. I carefully explained this control to the teacher, wishing that the director was there, since the teacher, furiously nodding her head, did not understand at all. I then remarked that it was very handy that the room where the set had been installed belonged to the first grade, since the first program of the morning was for that class and so nobody would have to move. When she informed me that no, they had decided to use the room exclusively for ETV and that the first grade was

Volunteer: 7

Date: February 24, 1965

Site: Medellin

Continued - 3

now meeting in the fifth grade room and that the fifth grade was comfortably installed in the patio. Dubious about the possible success of this arrangement, but noting that it was almost time for the teleclass, I urged her to bring in the first grade to see the Math program.

By the time all 80 kids in the (single) first grade had filed in and found seats, the program was ready to begin; she said everything is a little hard to organize at the beginning, but it gets easier, and that next time she would have time she would have time for her preteleclass work. She did have her guide, didn't she? Yes. As soon as the "telemaestra" began to talk I saw that on voice peaks, sound bars appeared in the picture. This calls for an adjustment of the fine tuning, so I got out my special tool, removed the channel selector, and twiddled. But to no avail: if I adjusted up frequency, the picture was lost; if I adjusted down frequency, the sound worsened considerably. Trying to minimize the disturbances, I just set it and let it.

The program finished, the kids filed out, supposedly to do follow-up in their own room. I didn't follow them, for I was anxious to install alligator clips on the antenna leads before the beginning of the next "teleclase," so as to save time in setting up and putting away the set every day, and so that they wouldn't put both leads on the same terminal,

Volunteer: 7

Date: February 24, 1965

Site: Medellin

Continued - 4

or twist them together as in other schools, or allow them to touch the metal chassis. This took about fifteen minutes, after which, to my surprise, the director walked in, dressed for mourning, looking sick and tired and with a swelled neck. She said that the doctor wouldn't see her until later in the afternoon, and since she knew I was coming she wanted to talk to me.

She explained to me her decision to reorganize the school around ETV, of which I approved, except that things were going to be really up in the air for a few days until all the dust (and kids) had settled. This would mean having as many as 130 kids at one time seeing ETV, but since the room is extra big and she insists that there will be a small chair for everyone, and since she looks to be generally on-the-ball (value judgment), I go along: it's her school. We plan to call all the teachers together at recess time to discuss the pending reorganization.

Now the fourth-graders were coming in to see their Natural Science program. It went very well, although there was no utilization in the room and no chance to check on it in the other classroom. The fourth grade teacher seemed quite good. After a few more words with the director, it was time for the recess, and for the teachers meeting I had called. I brought up the fact that it would be necessary for the teachers to share

Volunteer: 7

Date: February 24, 1965

Site: Medellin

Continued - 5

the guide for purposes of preparation when two grades of the same level saw the class. But they pointed out that all would go smoother if each teacher had a guide. I said that we were trying to get more printed up for the second distribution; for the moment there were no more. I asked if they had all read the guides, so as to know what topics had already been given on TV; they said yes. Next I asked them to produce their "horarios," so as to inform them of the four major changes which had been made in it, which had wrought havoc in all my other schools "lucky" enough to have their set from the first day of classes. The director hadn't yet distributed the "horarios." This was promptly done. A few more matters explained, and a "thank you for your 'buena voluntad'" and the little meeting was over.

Since we still had a few minutes before the next "teleclase," Math for second grade, I took the second grade teachers aside to explain what the topic was to be and to check their understanding of the guide. They didn't readily understand the difference between "maestro de aula" and "clase televisada" but we soon cleared that up. Now, how many "teleclases" had they missed, i.e., which was to be given today? They had no idea. We counted. The third class. Check topic against date in index. Look up topic in inner pages. It's all very easy and simple, I kept telling them,

Volunteer: 7

Date: February 24, 1965

Site: Medellin

Continued - 6

until I noticed that the topic corresponding to the correct date in the index didn't match up with the topic listed for the third "teleclase." Speechless and puzzled, I noticed that it was time to enter the TV room anyhow, and the teachers went to call the kids with a dazed look in their eyes.

At two minutes before TV time they were filing in, when suddenly the class began. I had set my watch with the first TV class, and could see no excuse for beginning a class early; late, perhaps, but why early? Everybody was quiet just in time to miss the TV teacher stating the purpose of the day's lesson. I, closer to the set, understood that the topic was to be "Union of Disjunct Sets," after which I settled back for a real educational experience.

After the program, I tried to explain the error, which I didn't understand, to the teachers. Not wishing to dwell upon this confusing matter, I hastened to go on to the topic for the next class, telling them that the suggestions would be helpful in preparing the kids for it. The topic was probably "Concept of the Cardinal Number." One of the teachers asked me point blank, "What is a cardinal number, anyhow?" Taken aback, I admit, I explained that it is a whole, positive number, like one, two, three etc. I assured her that the only thing tricky about the "New Math"

Volunteer: 7

Date: February 24, 1965

Site: Medellin

Continued - 7

was a subtle use of vocabulary, and that she would catch on right away, that the other teachers had found the Match classes very easy to follow, and that, after all, the Teacher Training programs were starting up next week. She was very confused, but not at all shaken or worried. She was probably thinking that she had faced worse things than this; that, after all, once you give one teacher over 60 kids everything else is anticlimatic.

I didn't really see the following program, Lenguaje II, very well, as I was absorbed in what to do about this school. I decided that the first thing to do was to get the physical set-up in order, after which the teachers could be persuaded to think about pedagogic matters. Since the physical reorganization were in the competent hands of the director (if she was cured soon, and no more close relatives died on her, and she felt like working on it; kind of like the end of an Uncle Wiggly story) then I would come back in a few days to begin to seek a general consensus on dedication to ETV utilization in proper form and begin some really concrete work with some very individual teachers, which by that time should really be ready for a little help, as am I right now!

Volunteer: 7

Date: March 9, 1965

Site: Medellin

Fine way to start the week! Arrive at school in time to see first program, but there's no TV signal being broadcast. The teacher calls up a couple of other schools: they're all in the same boat; must be trouble in Bogota or at the Medellin tower. Herd the kids out of the TV room and back to their own. Run back and check at 9 o'clock to see if the second program is going to come on: not a chance. Many apologies given; no possible excuses or reasons come to me. Sit down to talk to teachers a bit, but careful to steer away from the subject of ETV, since there's no use talking about their utilization of the teleclass if I can't even produce them. So we talk about everything from bus lines to birth control. Then I leave...

Volunteer: 7

Date: March 12, 1965

Site: Medellin

Today was a fitful and fit-inspiring culmination of a week of impossible to imagine, much less accept; foul-ups in the studio--the signal goes off the air without any notice, or maybe never comes on in the first place (Tuesday). Programs are repeated, skipped, and if the right one does happen to come on the right time, it's liable to be silent. Of course, nobody bothers to put a sign on the screen informing the cause of the difficulty, so that nobody knows whether the studio clowns even know that they are not transmitting sound. Everybody is confused and disappointed. Utilization volunteers are becoming quite useless, now that there are no longer any programs to utilize.

Volunteer: 8

Date: February 24, 1965

Site: Medellin

A second grade teacher was extremely upset with ETV this morning for the following reasons. (1) The schedule is not kept, i.e., one day they gave Natural Science II followed by Natural Science III and on the following occasion they reversed the order. This makes it almost impossible for the teachers to know which group to take to the TV room. (2) The Mathematics guide for the second grade was mixed up. The page on which the date for the "tema" for the day's class is noted was not in accord with what was given on TV. Therefore, she had prepared her children for one class and then another one came on. Now she didn't know what to prepare for the next class. She seemed extremely upset by all of this and I had a hard time persuading her that things would straighten out soon. Incidents like this are fast making enemies for ETV out of teachers who were enthusiastic at first. I feel utterly helpless and foolish whenever anything like this happens, because the teacher feels that I can or should be able to straighten these things out with a snap of the finger and I can't.

Volunteer: 8

Date: March 4, 1965

Site: Medellin

Visited one of my schools which had been installed late. Wanted to check out their use of TV. During the TV class the children were restless and did not answer questions put to them by the TV teacher. I asked the teacher why the children didn't answer and she said that she didn't think they were supposed to. I explained that the children should participate as much as possible in the TV class so that they felt that the TV teacher was just as important as the classroom teacher and would respect her. She said she would encourage them to participate from now on. The follow-up was a very cut and dried oral review of the "tema" with very little child participation. Afterward, I asked her whether she had read the guide and why hadn't she used some of the suggestions (there were at least five or six activities suggested) she said that they were wonderful ideas but they took too much time and so she planned to do some of them in subsequent classes. I told her that it was important to do an active follow-up even with the time limitation. She didn't seem convinced of the value. I will check on her again next time I visit the school.

Volunteer: 8

Date: March 9, 1965

Site: Medellin

No TV programs came on the air at all---all day long. Teachers upset---they are getting very discouraged and feel that these technical problems are making them waste too much time. At first, I said that it was because we were just starting and thus hadn't had time to get things going right. But now what do I tell them?

Volunteer: 8

Date: March 11, 1965

Site: Medellin

I spoke to the director of this school about the table for the TV and some desks which were badly needed in the TV room since half the kids have to stand or sit on the floor. This causes them to be very restless and unattentive. You can just feel the restlessness in the room. This director is very sensitive to criticism or anything that she feels is criticism. She felt very upset about the table and chairs as if I were accusing her of carelessness or incompetence. She immediately called for the other 4th grade teacher and ordered her to call about the table which had been ordered but not yet delivered and also told her that she must go to the "Municipio" immediately to ask for desks even though they were sure they'd never get them. She then launched into a long tirade about how these children and intolerable and she can't understand why they can't pay attention for the brief TV class. I explained that it was only natural that the children should be distracted if they were uncomfortable, especially the little ones. She then agreed profusely that the children should be comfortable at all times etc. which sounded very sarcastic as if to say, that I believe in pampering the children too much. This kind of interchange goes on every time I ask her to do something or to find a solution to some problem. I talked to the other 4th grade teacher (the one that actually does all the work that the director should do); she told

Volunteer: 8

Date: March 11, 1965

Site: Medellin

Continued

me that the director seems to have some kind of complex because she hasn't been well received in the community and that she always reacts this way; however, she said I shouldn't worry because she was going to try everything in her power to make ETV a success in the school. She also, said that she'd try to talk the director into a better attitude about ETV and try to convince her that I wasn't trying to criticize or pick on her merely trying to solve problems which prevent the school from using TV properly.

Volunteer: 8

Date: March 13, 1965

Site: Medellin

I had one estra TV i.e., to fill my quota of ten per zone. I decided to investigate a school which had very strongly requested a TV through the parish padre. He had gone so far as to offer a special room for ETV exclusively where the children of the school could come to watch the programs. I talked with the director and the padre and we decided to give it a try even though the room was two blocks from the school; however, upon reaching home I decided that was decidedly foolish and so I called the school and suggested that the TV be installed in the fifth grade classroom and the fifth grade class transferred to the room two blocks away. The director agreed but I was afraid of the priest's reactions since he seemed very enthusiastic about installing the TV in his room at the parish church. I was to hold a meeting with the entire teaching staff on Saturday to discuss ETV utilization, bring the guides and discuss them. When I got there Saturday the director immediately let me know that they were thinking of installing the TV in the fifth grade classroom but having the fifth grade rotate as they do in other schools. I told them that it wasn't a good idea and couldn't we talk to the priest, about the other room. The priest arrived and we started the meeting. He said we could have the class meet in his room but right away the third grade teacher piped up that she thought it wasn't a good idea to remove the oldest boys from the

Volunteer: 8

Date: March 13, 1965

Site: Medellin

Continued

school proper since they were a source of pride and an example for the others and the priest immediately agreed. So that was that. Subsequently we decided to install the TV and have the fifth grade rotate. Once more the third grade teacher rejected saying that the fifth grade shouldn't be disturbed and need all its time to study. The fifth grade teacher didn't seem to agree but he kept on pressuring. However, the other teachers also were in favor of giving it a try. I spent over an hour explaining the use of the ETV, schedule changes, guides etc. At the end of which they all looked over the guides and decided, that they were too far behind in "temas" and would not be able to catch up. I finally lost my temper although I didn't show it and asked them to decide. They decided to do without ETV which made me very glad since that third grade teacher alone would have wrecked the whole project of ETV in the school.

Volunteer: 9

Date: March 4, 1965

Site: Bogota

Today I went out to Usme. As usual the bus was an hour late in leaving the station. Then we had to stop at the house of a friend of the bus driver for a few minutes and finally after just pulling out on Caracas and heading for Usme we ran out of gas. By the time we arrived, the programs were over for the morning. However, the "Jefe del Grupo" was there and I asked him if he had changed the classes around in the girls' school, so that more than two grades would be watching the TV programs. He had promised to do this when school first started but had not quite gotten the set taken out and this seemed to have some effect on him. I gave him until next week to make this change.

Volunteer: 9

Date: March 16, 1965

Site: Bogota

This morning I went out to Concentracion Quiroga. In the report from last year this school was described as the best in the zone (ETV-wise). When I arrived the director told me that they had not seen programs for two days. I asked if the set were broken. She said no. Then she said that the teachers had refused to use ETV. I learned that this was because the "tecs" had disconnected the inside antenna and the set could no longer be moved from room to room as it had been last year. After two days of moving the classes from room to room, the teachers said they could not continue with such a system. Therefore, when I arrived, the director was trying to install the set in the open patio outside. I explained to her why this couldn't be done. It was so bright outside that it would be extremely difficult to even see the image on the screen, etc. This school had been designated to receive an additional set. I suggested that we install the new set where the old one had been, so that it could be moved from room to room. Then the old set could be put in the new building where we would work out a classroom rotation system. The director thought this was a wonderful idea. Now let's hope the "tecs" will agree to it.

Volunteer: 9

Date: March 17, 1965

Site: Bogota

Today I visited Concentracion Antonio Baraya. ETV is working very well in this school. The only problems I think I'll have here will be personal ones with a teacher who used to be in one of my schools last year. Consequently, she thinks she knows all there is to know about ETV. Today there was a group of several teachers talking to the director when I arrived. They had just been told they would be using ETV when the new sets arrived. They seemed very enthusiastic about ETV. They began to ask me questions, etc. About this time, the teacher I mentioned before came bouncing in and proceeded to launch into a twenty minute speech on ETV. She made several erroneous statements but presented the basic things which I had planned to present to them. It was hard for me not to tell her to just shut up. However, I realized that this is what we've been trying to encourage for a year: Teachers training other teachers. I resented her attempt at taking over my job, but in another way I guess I was glad to see that teachers are finally beginning to take the initiative.

Volunteer: 9

Date: March 18, 1965

Site: Bogota

Nothing very critical today. This morning I visited Concentracion Manuel del Socorro Rodriguez. I was shocked to hear that the teachers in this school not only watch the teacher training programs on Saturdays, but also on Tuesdays and Thursdays. When I asked them why they did this, they said that sometimes they don't get all the important points on the Tuesday and Thursday programs so they watch on Saturday to get anything they might have missed. Incredible.

Volunteer: 10

Date: February 15, 1965

Site: Bogota

We were giving conferences to all the teachers in the district--two other volunteers and myself. The special highlight was the speech by the newly appointed National ETV Supervisor for the District of Bogota. It was a pleasure to introduce to our teachers someone who was a Colombian, who was in a really official position regarding ETV. Since we gave a conference in the morning and in the afternoon (to different groups of teachers), ____ automatically came to them. The night before the conference for my particular zone, I received indirect word from my zone supervisor, that she refused to be present at the "same meeting with ____." All the supervisors had been coming to the conferences given for their zones, giving their "sanction" in the eyes of the teachers. I had no idea why my supervisor was objecting to ____'s presence and it was too late at night to try to find out. Everything was set to begin the next morning at 8:30 and since "officially" I knew nothing about the feud, I decided to play ignorant. I felt that this was too petty a thing to affect educational matters and that it was very important for the teachers to hear their new ETV supervisor. My zone supervisor would have to acknowledge ____'s authority sooner or later anyway, despite personalities.

My zone supervisor arrived at the conference place, apparently expecting not to see ____. ____ arrived, not knowing anything about it. They met, shook hands, chatted, ____ gave her speech--everything turned

Volunteer: 10

Date: February 15, 1965

Site: Bogota

Continued

out fine. I found out later that my supervisor disliked ____ because ____'s sister had replaced my supervisor's sister as nursing supervisor in the health department here in the district.

Volunteer: 10

Date: March 2, 1965

Site: Bogota

Today occurred what I felt to be one of the most critical policy-making utilization decisions I have seen made since our arrival. Not only was it critical in that it will affect national utilization policy in the years to come, but it demonstrated a turn-about in the educational concepts of the Volunteer. The Volunteer had to "give in" to the culture in this case, and just admit to himself that Latins are not like North-Americans, and that what is successful educationally in the U.S. can't necessarily work in Colombia. The discussion (all this took place at a meeting with the national ETV supervisor) revolved around the new rules concerning ETV (nationally) set forth by the "Junta de Programacion." The fact that the "Junta" met and made these decisions is, in itself, a giant step forward. One of the rules was that there be only one group of guides allotted per TV set. The reasoning behind this was that, in this manner, the teachers would be forced to allow only one class to watch at a time. The reasoning also was that Latins (Colombians, in this case) would never be able to figure out and stick to the complicated guide counts which would exist if more than one group of guides per TV set were allowed.

True (in the ideal situation), only one class should watch Tv at a time. But what a weapon to enforce this! It will be very difficult to

Volunteer: 10

Date: March 2, 1965

Site: Bogota

Continued

enforce this one class watching at a time - in a country where the television is the important thing. And two small classes could watch at the same time as long as they were being motivated and carried through by their own classroom teachers in their own rooms. Now with one group of guides there exists the danger of one teacher taking the responsibility for motivating her class and another also, thereby denying one class continuity of theme as delivered by its own teacher.

It was a see-saw preposition and a see-saw discussion. I said we should "give in" to the culture and let the TV be the thing, let more than one class watch as long as their particular teachers were motivating. The other camp said no, only one class should watch at a time--we can't give in to the culture on that, but let's give in to the culture by saying that they can't handle a complicated guide count. In the end, this camp "won." Time will tell. A very valuable thing, however, is that Colombians made this policy decision--the one we Volunteers argued so long and bitterly.

Volunteer: 10

Date: March 3, 1965

Site: Bogota

A school of mine which has a special room designated for TV had to remove the students' desks from the TV room for use in a regular room. The zone supervisor had been informed that new desks were needed for the TV room, but none had been forthcoming. Today the supervisor and I went to the "service" section of the Ministry of Education and she inquired about her old request for desks. "Impossible!" said the man in charge, "there are no desks--especially not for a TV room!" Just another reminder that ETV is still a stepchild rather than an accepted part of the official educational programs. Despite all decrees, attitudes require a long time to change.

Volunteer: 10

Date: March 6, 1965

Site: Bogota

I met my supervisor at eight a.m. We were to visit and check four schools where the installation of new TV's had been approved, then view the Teacher Training program together at ten a.m. We finally left the office at nine a.m. after she made several "urgent" phone calls, arranged for a car, etc. On the way, we had to stop at a school and while the driver and I sat, restlessly, listening, she called a young teacher over to the car and rebuked him at length for missing too many days on his sick leave. By the time we got to our area, it was too late to visit new TV schools.

He went straight to one school to watch the Teacher Training program. It was impossible, as the set was in awful working condition and I had put in a "tec" call on it the week before. The "tecs" had come and pronounced the set in perfect working condition. The teachers hadn't called back. My supervisor and I went to another school. There the set wasn't even on. My supervisor gathered the teachers together in the caretaker's living room to watch the caretaker's private set, which had terrible reception; but there wasn't time to hook up the other one.

As we left, my supervisor said, "I just don't understand it. The teachers have been told at least three times about these programs, and they still weren't watching." How many times have I uttered similar words! But how nice to hear them coming from a Colombian.

3

Volunteer: 10

Date: March 12, 1965

Site: Bogota

This morning I went to a school that was reported by my predecessor to be poor in utilization. I spent an hour or so chatting with the director in his cubby-hole of an "office," and also with several of the teachers who came by. He established a very friendly rapport "This school can't be that bad," I thought, with all these really interested people working in it." But it was that bad. Everything was wrong with the teleclass I observed. First of all, the TV was on top of a desk and only one third of the students could see it well. The boys were very indisciplined--talked and laughed. The very nervous teacher motivated for a class of Natural Science even though the schedule read Math, and Math was broadcast. I decided I had to speak with the director about these things--in no uncertain terms. I started to leave and the teacher started to come with me. I had to insist that he stay with his class or he would have been present during my entire talk with the director. It was problematic as it was since I had to suddenly become business-like and stern after the previous hour of friendly talking. This was further complicated by the fact that I desperately had to go to the bathroom after one hour of friendly "tintos"--(amusing, but a very common critical incident among Volunteers working in way-out, poor barrios in which the school have no bathrooms--or might as well not when you see what they do have).

Volunteer: 10

Date: March 12, 1965

Site: Bogota

Continued

I left the school feeling that I had been schizophrenic; I vowed that in the future one should always put "business" first--then there will be no need to be embarrassed by sudden changes of face.

Volunteer: 10

Date: March 17, 1965

Site: Bogota

"Little" things got under my skin today. I arrived at one school to find the channel selector hopelessly broken because it had been ripped off the set and shoved back on carelessly so many times. As I was looking mournfully at the set, the director informed me that it was "no good," and he wished we'd exchange it and give the school a new one.

Volunteer: 10

Date: March 17, 1965

Site: Bogota

I arrived at another school and began watching a program. The image wasn't good--very snowy, with flickering lines. I asked the teacher if the reception had been that way very long. "No," she said "just since they stole the antenna." The antenna had been stolen right off the roof two nights previously. If I hadn't mentioned the reception, I'm sure they wouldn't have mentioned the antenna. Now I know that I should examine all roofs before entering a school.

Volunteer: 10

Date: March 18, 1965

Site: Bogota

This afternoon there was a meeting at the OAPEC center for all leaders of discussion groups---groups formed in each school in order to watch as a "class" the Teacher Training programs on TV. Half the group arrived late and extra chairs had to be put in. One of my directors breezed in, saw that the meeting had already started, and said to me, "But you told me it was at two p.m.!" I looked at my watch. It was a quarter to three.

Volunteer: 11

Date: March 6, 1965

Site: Bogota

Whew, what a day! Went to Maria Auxiliadora, last year one of my worst schools, and it is on probation this year. They were watching the teacher-training program but without a guide. I was really disgusted because I had made a special trip last week to leave it. The director hadn't arrived. She arrived at the end of the first program. During this time all the teachers were reading their newspapers. After the courtesy greetings, I said to her, "Where is the guide?" She immediately said she couldn't make it earlier, although it was then 10:30 a.m. She sent someone for the key. For not only was it under lock and key, but none had read it and none even knew there was one. There was no leader as was to have been chosen. Later, I came to find out she was the only director of two zones who hadn't come to the directors' meeting. I left without a smile and said, "Next week I want to see the guide being used for preparation before the program, during it, and after it with a teacher in charge!"

Volunteer: 11

Date: March 9, 1965

Site: Bogota

The Volunteer leader for my area called to tell me about a letter, which when he read it to me on the phone, really upset me. Director of Maria Auxiliadora had requested I be removed immediately because I had shown disrespect for her and the teachers. All had signed it. "(Conducta Malo"--bad conduct.) My supervisor had said she wanted the set removed, rather than saying it was me. And not only had she shown it to the Supervisor but it had also gone to a higher authority of the Bogota school system.

The Volunteer leader said if I wanted we could pull the set. I said no because then the Peace Corps would have a bad name just because I had spoken strongly on Saturday morning when I felt there was really need! In retrospect I decided if I had to do it again I would take the director aside because I know she lost face when I spoke to her in front of all her teachers. Certainly it was her fault but I should have been more understanding of the importance of "saving face." I decided I'd go to her again tomorrow.

Volunteer: 12

Date: March 1, 1965

Site: Armero, Tolima

During the teacher training course we had a few of the teachers prepare a domonstration class using a guide. We had observed earlier in the course that the teachers paid little or no attention if one of their fellow teachers was talking. We made a special point of telling them to save all comment until after the demonstration class and then we would make constructive critism. One teacher, who is the director of a school, came very poorly prepared and made some glaring errors in the content she was teaching. I noticed the other teachers were very ready to critize, but apparently not just constructively. Colombians are not too accustomed to being critized by their peers and the teacher acted very defensively to the first criticism. Therefore, I stopped all comment from the other teachers and commented on some of the best of the demonstration classes.

Volunteer: 12

Date: March 1, 1965

Site: Armero, Tolima

Situation: The second day of a three day orientation course for all of the teachers in Armero and Guayabal. I had explained the daily schedule of classes and how to follow it. I had explained which subjects were to be taught on TV for which grades and why this was so. The teachers asked why some subjects were not taught and I answered as best I could and they seemed satisfied. Later, when I was talking about a completely different subject, two priests entered. The director of one of the schools asked me just a few minutes after they had entered why religion was not one of the classes taught on TV. I explained as honestly and tactfully as I could and the priests and the teachers seemed to accept the explanation.

Volunteer: 12

Date: March 2, 1965

Site: Armero, Tolima

The first teacher to have a TV class after I fixed the sets was one I had never seen before. There had just been a change of teachers and the new teacher had never received any orientation to ETV. I told her just to review what was taught on the TV class and that I would explain the guides and utilization after classes were over for the morning. After classes were dismissed, I explained how to use the guides and as much as I could about ETV in half an hour (she had never had any contact with ETV prior to this time). The next day she was transferred to teach first year "bachillerato" in the "Colegio Official".

Volunteer: 12

Date: March 8, 1965

Site: Armero, Tolima

I was observing in a second grade class on Mathematics. The teacher did an adequate follow up to the television class, but there were several things which easily could have been improved. After the class, when the students had gone out to recess, I talked to the teacher and generally praised her work but made a couple of suggestions. She seemed to accept the suggestions without resentment.

This incident in itself was not particularly critical but it points out a very common situation. Colombians are not accustomed to criticizing one another or being criticized by anyone other than a designated superior in a face to face situation. The Volunteer may note a great many faults in a Colombian teacher's method but he cannot immediately criticize every fault he observes and expect to work effectively with the teacher. The Volunteer must make it clear that he is there to help and not just to be critical.

Volunteer: 12

Date: March 8, 1965

Site: Armero, Tolima

As I was walking home from the school in which I had been observing, I encountered the director of another school. He informed me that the electricity in one half of the school was not working. Therefore, one of their sets could not be used and some groups lost the afternoon's programs. He had gone to the "personero's" office and asked for the electrician to come. As we are trying to place the day-to-day responsibility in the hands of the Colombians, I told him I was pleased to see that he had already taken action to correct the problem, and I took no action. The electrician did not come immediately so the next afternoon the director again went to the "personero's" office and the electrician came in the afternoon. I was very pleased to see the Colombians handling problems such as these without any urging or interference on my part.

Volunteer: 12

Date: March 10, 1965

Site: Armero, Tolima

Background: The incident in which the priest who is the rector of the "Colegio Pio X" told me it was impossible to accomodate the school schedule to the TV schedule because he didn't have an authorization from the Ministry of Education.

I had returned to the "colegio" to give the padre a copy of the new schedule--just in case he would be interested but he was not in his office. I had returned another time to see if the teachers in his "colegio" were using ETV but again he was not in his office. In order to complete my count of guides needed in this region I decided to go a final time to see if the teachers of this school were using the ETV programs. Much to my surprise they were using the television classes faithfully. I tried to answer the questions of one teacher about one of the guides and observed a couple of classes. I said I was pleased to see they were using the programs, and again emphasized we were willing to work with them. I did not encounter the padre.

Volunteer: 12

Date: March 16, 1965

Site: Armero, Tolima

The fourth grade class in a girl's school entered the classroom late because they were being disciplined after recess. When the fourth grade had just gotten settled and the program had started, a few girls from the third grade came into the room to take books out of the desks (as in most schools, the TV set is in a classroom normally occupied by one of the groups and that group had to leave its room when another grade is to watch a TV program). The third grade girls continued to enter and leave during most of the program. Obviously this was a great distraction to the fourth grade class trying to watch the program.

After the program I "suggested" to both teachers involved that the group which normally occupies the room (in this case, third grade) should take their books to the other classroom just before recess, so that they would not have to disturb the other class during the program. Both teachers agreed to try to work out a solution so that the same situation wouldn't occur again.

Volunteer: 12

Date: March 18, 1965

Site: Armero, Tolima

(From the previous day)

The "tec" who came to install the antenna in Guayabal sometimes tries to show off when people are watching him work. He took the antenna out of the jeep, unfolded the extending parts and then threw the antenna on the ground. Then he took the supporting poles out of the jeep, jerked them out of their container and threw them on the ground. We try to impress upon the teachers that the TV sets and equipment should be handled with care. The actions of the "tec" did not help to reinforce that idea in the minds of those watching.

Volunteer: 12

Date: March 19, 1965

Site: Armero, Tolima

The teachers in one of the private schools here have been wanting to use the televised classes, but they do not have a TV set. Acting according to the instructions we had received from Bogota, we had told them that if they had their own set or could make some arrangement to use one we would furnish them guides. The parents of some of the children in the "colegio" have a TV set and have seen some of the educational programs and think they are very good. These parents are making their TV set available to the "colegio" for the ETV programs.

We just received word, however, that we are going to receive guides only for the sets installed in the public schools. This puts us in a very bad situation. We encouraged the teachers in the "colegio" to take an interest in ETV. They did become enthusiastic about ETV. The parents of the students also became enthusiastic about ETV. They have made their own arrangements for a TV set. Are we to tell them now that we can no longer cooperate with them?

Volunteer: 12

Date: March 22, 1965

Site: Armero, Tolima

I have written in earlier incidents about the Nucleo de Danubio, a country school with which we are working, and about the second grade teacher there who is inexperienced and very nervous if we observe her class. As I stated before, I have not criticized her or offered many suggestions up to this time because I was hoping she would become less frightened if I just tried to encourage her. This time she showed much more confidence. She did not become flustered or lose composure in front of the class as she had the other times I had observed. After class we had coffee and she explained that this was her first year teaching and that she had studied in a commercial school, not in a normal school. Thus she had never studied anything about methods of teaching. We then talked about the methods she had used in the class I had just observed. I praised those which I thought were effective and made a few suggestions. She seems very willing to accept suggestions and to learn, not only from me, but also from some of the more experienced teachers at the school.

Volunteer: 12

Date: March 22, 1965

Site: Armero, Tolima

All the arrangements had finally been made to install a set in the boys' school in Guyabal. We told the teachers we would bring the set out at 4:00 p.m. Sunday so they could begin using the programs. I went to look for the "personero" to get the set out of the warehouse and a "municipio" truck to take it out to Guayabal. Evidently the "personero" had forgotten because we encountered one of the truck drivers and he said the "personero" had not told him anything about taking the set to Guayabal today. The truck driver found the warehouse custodian and the "personero" had told him we were going to take the set so we were able to get it out and deliver it as scheduled. The fact that we arrived when we said we would did a lot to bolster the teachers' confidence in the program. The director of the school remarked that "su palabra es escritura" (your word is as good as writing). This again points out why we need to come through with things when we promise them, including guides.

Volunteer: 12

Date: March 23, 1965

Site: Armero, Tolima

Misunderstanding of mathematics operation--fourth grade.

The fourth grade teacher did a motivation for the Mathematics program, (the topic was the addition of fractions with unlike denomination) but the problems worked by the students were done wrong. The concept of needing a common denominator was not understood at all. After the program, they reviewed just the problems worked on the program so there was no difficulty. After the class I tried to explain the concept to the teacher. She could understand specific examples, but I'm not sure she really understands the concept and can apply it to all problems and explain it to the students.

Volunteer: 12

Date: March 23, 1965

Site: Armero, Tolima

The "personero" ordered the special tables for the TV sets more than a month ago. I had not yet seen any sign that they were being built, however, so I asked the "personero" if we could go see the carpenters. He said he also wanted to go and check on the progress. When we arrived at the carpenter's shop, the carpenter was out and we could not find any TV tables. We agreed to go back soon to try to "encourage" the carpenter to work more rapidly.

Volunteer: 13

Date: March 9, 1965

Site: Bogota

School - Trinidad (Girls) - Zona 10

At the beginning of the school year we had meetings with all the Bogota district teachers and directors explaining various matters connected with ETV, one of which was the teacher training programs. At a recent meeting of directors of one of my zones, I explained it and everybody discussed their plans and problems with me and the supervisor. In one school which I visited this week---the second week of programs---I discovered that the morning teachers knew nothing about the TV programs. I had already discussed it a long time before in the school with the afternoon teachers. The director may not have said anything and the teachers may not have paid any attention when it was first explained to them in the large meetings with all the teachers. I pasted a typed explanation of the whole thing on the bulletin board next to the TV set. I called the director that evening to tell him what happened and he said he would organize them and discuss the required matter the following day. I imagine he has done this by now since he has been responsible in all matters except this one before.

Volunteer: 13

Date: March 9, 1965

Site: Bogota

School - Camara Junior

While supervising the utilization of one of my teachers, I thought another teacher of the program following would be watching her TV class. I arrived (at end of program) in the TV room to discover that the teacher had never brought her group to watch TV, (while I was busy with other teacher) as I assumed. Why not? I found the teacher sitting in a chair on the outside pavement supervising her little girls who were all on their knees on the pavement. I asked the teacher if perhaps due to recent changes in the TV schedule she had not realized that she had a program at this time. She said she did know she had taken the girls to the TV room and that they were so excited about watching TV that they became too indisciplined to watch, in her opinion, and so she had taken them to the outside terrace to punish them. And there they had been for 15 minutes of completely wasted school time. I explained that at first the novelty of TV causes a discipline problem of varying degrees depending on the group, but that in a matter of weeks the children become accustomed to TV; and they will realize it is not entertainment but is serious teaching only if their classroom teacher imposes it on them and asks questions afterwards so that they realize they have to learn. (This school and this teacher have had TV since last year.) The director had been talking to her about

Volunteer: 13

Date: March 9, 1965

Site: Bogota

Continued

another matter when I arrived to question her. Afterwards he explained to me that because she did not have a teaching diploma she did things wrong. But note that he had not realized (or had done nothing about the fact) that she was missing a TV program although he has a schedule on his office door. I explained to him that I would like him to make sure people don't miss programs since I could not visit every day and that his doing that would be a great help to me in my work. He agreed. But since he is rather senile and often sick his agreement does not mean compliance. I don't imagine this particular incident will repeat itself but similar goofs might go uncaught when I'm not around.

Volunteer: 13

Date: March 9, 1965

Site: Bogota

School - Concentracion J. F. Kennedy - Zone 9:

Arrived at a time when one of the programs would have just ended. I looked up the teachers for that grade. (There are three TV sets in this school.) I found two teachers in the girls' wing who told me that they had not seen the program because the TV was not working. I asked to see the set and they told me they thought it was not in the TV room but in the janitor's quarters to be fixed. I got the janitor and he unlocked the door to the room used for viewing TV. I turned the TV set on, made a minor adjustment with the vertical button and could see the TV worked perfectly. I brought the two teachers and taught them what the knobs were for. I then told the director about it. She is now in charge of the whole school which has enlarged her responsibilities from last year when she was in charge of the girls' wing only. Things have run pretty smoothly the past semester in this school---especially in the girls' wing. But now the director is much busier and so didn't know about these teachers not using TV on the second floor. The teachers were new and this is a problem often encountered with new teachers who are timid about adjusting the TV set.

Volunteer: 13

Date: March 10, 1965

Site: Bogota

Two incidents of the same type occurred causing my work day to be almost completely wasted: I had an appointment with my supervisor in the morning to go out to a problem school. First she didn't arrive on time (appointment for 8:15 she arrived at nine o'clock), then we wasted time unsuccessfully attempting to get one of the jeeps they use and then waiting to see if one would come. We never got a jeep. By that time it was so late that I only had time to go by myself on the bus to one school for one TV class that morning. Without the jeep she didn't want to go. The next day, when the same thing happened, she consented to go in a cab.

Volunteer: 13

Date: March 13, 1965

Site: Bogota

I arranged with my supervisor on Friday the 12th that we meet the following day in a certain school in order to supervise and help out with the teacher training program procedure. After the program the principal (director) brought up point after point of problems---they couldn't have the discussion because they taught in the afternoon and had to get home for lunch; so they would review the program an hour before next week's program. And what would they do about losing two hours (one hour discussion and one hour TV viewing) out of the required teaching time? On this last question and others not mentioned, the supervisor would have been a great help. But the supervisor hadn't shown up. (That's the crisis--that the supervisor didn't show up at a very opportune time as required). The supervisor doesn't do much on her own and so that's the way it goes---I can't control her every minute, but it's a little sad that a person in authority like that can't even do what she is requested to do . . . . The following Monday she mentioned something about how she wasn't able to come. Solution--try again, make another date for the next time. I tell her how necessary she is. (A little flattery).

Volunteer: 14

Date: March 2, 1965

Site: Bogota

While making visits with my supervisor to the schools, I was invited to go with her to Concentracion Republica del Peru. She told me that the school wanted a TV. Before discussing the practical details of security and of electricity, she started a meeting with all of the teachers. Then one teacher brought in chocolate fruit cake and champagne. I asked, "Whose birthday is it?" They said to me, "It's for you."

Naturally I was put on the spot to say certainly I would do my best to get them a TV. Fortunately the school met the requirements and the technicians have the school on their list for a new installation.

Volunteer: 14

Date: March 5, 1965

Site: Bogota

I talked to two first grade teachers about the Music I program and specifically asked them if they understood the guides and in particular, the motivation of the first few programs. They said they had not had time to use the guides and yet they also indicated that they liked Music I very much.

My first reaction was to point out the value of reading the guides before the program. But after obtaining the suggestion from them, that they wanted lessons in musical notations to be given to them on the Music Teacher Training programs, I realized that they had probably looked at the guides and not understanding them turned away from using them at all. They later admitted that they had had no experience with teaching music. The solution to the use of the music guide is to present clear explanations of difficult parts on the Music Teacher Training programs.

Volunteer: 14

Date: March 10, 1965

Site: Bogota

I went to Jimenez Quezada, a departmental school and found that none of the teachers were there except those of the fifth and third grades. These two teachers told me that the director will not move from her room when the time comes for other grades to use the ETV room which is at the same time, the director's first grade classroom. I told the two teachers that I would come tomorrow to observe the situation. The problem with the director, who apparently has been there since the school began, is that she has her own ways. For instance, she keeps the fifth grade guides and then lends them to the fifth grade teacher once in a while. Of course, in this situation the director loses sight of the whole program of ETV and the importance of every teacher in the program.

Volunteer: 14

Date: March 17, 1965

Site: Bogota

The research group asked us to give a Natural Science exam to certain fifth grade teachers who were teaching last year. I went to La Concordia to give the exam to the fifth grade, the director's class. The director and I instructed the class to do no cheating. During the class one girl in the front row asked the teacher's help. Before the teacher could give the help, I told the girl that the explanation was clear and that she simply had to mark her answer with a circle. The second time the same student asked another question about the definition of oxidation. The teacher started, unconsious that she would be harming the results of the exam, to give the student help.

My solution to the problem was to intervene again without success because the teacher's voice was too loud and she didn't seem to hear me. After the director walked away to the door, I informed the student that we could not give her special help. She was quiet after that, and the director was not "put on the spot" to give help during the exam.

Volunteer: 14

Date: March 22, 1965

Site: Bogota

The director informed me that his TV set was not working last week. The technicians were notified by him to come to the school as soon as possible.

This morning I visited the school, Republica del Peru, which just had its TV installed two weeks ago. My purpose of going there was to ask the director to have a small meeting of all the teachers to orient them to the proper use of ETV. He answered me that the teachers did not need it. In order to see if this were true the third grade teacher and I worked with the TV before his Natural Science program to obtain the image. The school did not need a technician; the teacher had to learn how to operate the TV. It was also apparent that the teachers needed to use the motivation and follow-up activities which this same fourth grade teacher did not do.

From this evidence of improper use of the TV, I knew that the director was mistaken. I asked the director to gather the teachers together for an ETV meeting. During the meeting we talked about the Manual use of the TV set and then the proper use of the guides. After the meeting the director seemed more willing to help his teachers now that he knew what was primarily important in the operation of a good TV program.

Volunteer: 15

Date: March 2, 1965

Site: Girardot, Tolima

Returning in the afternoon to a school I discovered over 100 students watching the Natural Science Program. The critical incident was that I became quite angry and thoroughly chewed out two teachers in front of all the students. Obviously a thoughtless maneuver. The teachers were very apologetic and said that henceforth it would not happen again. I talked to the director and he said that he would be sure to take care of the situation. The problem is that I damaged the feelings of the teachers and most probably lowered my effectiveness in that school. I did not and still do not know what to do to repair the situation so after watching the utilization of one of the teachers (which was lousy) I retired from the scene.

What was said was the following: I asked one teacher why so many students were watching the show when I had expressly asked them the day before not to do it. He said that he felt that all the students should watch the show. I asked him if he thought all the students were able to learn, especially with over half of them talking among themselves. I told him that I didn't want to see this again. He asked about getting another TV set and I told him that if they didn't use the one they had correctly they would certainly not get another.

Volunteer: 15

Date: March 3, 1965

Site: Girardot, Tolima

About 11 o'clock in the morning I was told by the "Jefe del Grupo" that a set had been installed in a school but that there was no one there to guard it and that he figured that it had probably been stolen. He had been there before (to the school) and had not seen it. I went immediately to the "Municipio" and asked if it had in truth been installed and they said that it had. I asked them how it was since the school had no antenna or cable. They didn't know. I went to the school and talked to the director and he said that it had not been stolen but instead was being taken care of by some man whose name he didn't know. Beautiful. The man, he said lived in Elandes (a near-by town), but the "set" was somewhere in Girardot. The director said that he would probably see this man that afternoon, so I asked him to call the "Jefe del Grupo" and tell him where the set was. Later, I informed the "Jefe del Grupo" that he would probably get a call from this unknown person as to where the set was. I also discovered that we probably won't be able to install it there anyway because there is no "celadora" and the set would have to be moved out of the school every evening.

Volunteer: 16

Date: March 5, 1965

Site: Fusagasuga

Since last year ETV in Fusagasuga has had problems with the "Municipio" in regard to electricity for the schools. For the majority of the town electricity is furnished by antiquated light plants owned by the "Municipio." These light plants provide voltage varying from 30 volts to 160 volts. This year the light plants are in worse shape and electric current is even more undependable.

ETV Supervisor Leon and I spoke to the mayor and "personero" of Fusagasuga regarding this problem, and, as they did last year, they promise to do something about it immediately.

The "Electrificadora de Cundinamarca" power lines from Bogota pass through Fusagasuga enabling the town to take advantage of steady, dependable electricity at 110-120 volts. We have asked the mayor to install all ETV schools with this power source. Thus far (March 5, 1965), nothing has happened. We will give them another week, then propose to remove TV sets from those schools in Fusagasuga that do not receive electric power from this more dependable source.

Volunteer: 16

Date: March 9, 1965

Site: Fusagasuga

Concentracion Santander is the largest primary school in Fusa using ETV; there are three sets installed there. This morning was the first time since about February 15th that I have had the chance to pay them more than a flying visit. I should have done so earlier. The teachers are lazy; many of them do not want to use the ETV programs; they complain a lot. It seems that one of the sets is completely on the blink; I think it is antenna trouble. The "tecs" have not got around to installing the third set. The second set, I was told, was also on the blink. Also, the electricity was off--so the teachers said. Since Thursday of last week, no ETV programs have been viewed. Flipping the light switch on in the ETV classroom, then turning on the TV set, I found everything was working perfectly. (The teachers were astounded!) Holding my temper, I informed the teachers that we would have a meeting with them next Monday March 15, for the ETV Supervisor and I are paying the Fusagasuga area a general visit. If he doesn't tell them off and set them straight on the subject, then I am.

Volunteer: 17

Date: March 1, 1965

Site: Soacha

Today I had three incidents surrounding the "Jefe del Grupo", which were all the more critical because this man has given every indication of being my right arm.

I have been getting scattered requests for guides. Since the guides were carefully counted and the number for each town and school written out for the "Jefe del Grupo," I decided to investigate. I found the "Jefe" still had guides which I asked to take back to the office. He then informed me that certain "particulares" needed guides for their TV sets. (These I took to be "friends" of the "Jefe" but later learned they were private schools.) I took the guides, explaining their scarcity in some places and said I would find out where these schools could send requests for guides. In visiting the other two schools in Soacha, I found some teachers still missing guides and when asked why they did not ask the "Jefe" for guides, they responded that they had and that he claimed he had no more. I then supplied these teachers with the very guides I had taken out of "Jefe's" office. Since it was noontime, I decided to see the "Jefe" about this the next day.

Volunteer: 17

Date: March 6, 1965

Site: Soacha

I had decided that *this* group in Soacha would be my experimental (i.e., example) teacher training group. With this in mind, I had prepared the "Jefe del Grupo," making a list with him of everything involved in seeing and using the teleclass. The following critical information was relayed to me as I entered:

1) The "Jefe del Grupo" was not there today.
2) The other two schools were not there.
3) Not all of the teachers of the *one* school were there.
4) The director said that, yes, the "Jefe del Grupo" *was* leader of the groups and *he* would lead and not the director.

Everyone seemed apologetic and was trying to explain things to me in short unrelated bursts of facts. I finally pieced together the fact that they had decided to have the main discussions on Tuesdays and Thursdays and watch Saturdays only for review. Yes, this week they had watched and discussed Tuesday and Thursday and were all informed.

Volunteer: 17

Date: March 10, 1965

Site: Soacha

The director asked me to instruct a new teacher in use of ETV. I told him that I would be glad to, except this was now his responsibility, as he now knows as much as I, and ETV is a part of the official program. He got quite agitated talking of all his burdensome responsibility. I then suggested that he select a teacher who uses TV well, and ask him to instruct the new teachers in their ETV responsibilities. This seemed an agreeable solution to him.

Volunteer: 17

Date: March 16, 1965

Site: Soacha

Last Saturday I waited an hour for a bus to Charquito in the usual spot where I wait for the buses to all three of my towns. Not only did this bus not come, but no others either. Therefore, after waiting 15 minutes today again, I decided to go where I knew the buses originated. They were not there. I finally ended up at a bus stop on Caracas and was able to catch a Soacha bus (I had waited to go to Sibate) at 9:30. The whole route of the bus company had changed.

Volunteer: 18

Date: March 16, 1965

Site: Ibague

Yuldaima - Varones

Discovered that this school will be closed for two weeks (more or less) for repair work. The students will have unexpected vacation. When they return I'll make a special effort to try to catch them up to the ETV schedule.

Volunteer: 19

Date: March 1, 1965

Site: Honda, Tolima

The teachers are irritated by the fact that the guides have run out and the new ones haven't been sent out yet. The programs aren't corresponding to the guides. I have consoled them with one phrase, "We have to wait until they come"---in the meantime we consult the schedule of program content in the front of the first guide so that at least we know the subject of the program. When the teacher does a "bang up" job of preparation for a program, and the wrong tape is put on the air, all I can say to the teacher is, "I'm sorry. Please explain it to the kids and follow-up the teleclass."

Volunteer: 19

Date: March 2, 1965

Site: Honda, Tolima

The teachers (most of them) agreed to watch the Teacher Training programs during the week but they don't want to have discussions afterwards, and as far as I'm concerned they aren't worth anything without discussions. We talked it over and they finally agreed to fifteen minutes of discussion afterwards. Some of the teachers didn't want to watch the programs. The ones who needed it the most. After I asked them to join us I guess they couldn't say no. I'm hoping they'll comply when I'm not there.

Volunteer: 19

Date: March 8, 1965

Site: Honda, Tolima

It seems the officials don't work to cooperate with the Colombians. One school has asked for help from the power company; they have ignored them for a long time. Yesterday I got fed up and we went down to the office with the director of the school and "Jefe del Grupo;" were there ten minutes and the boss of the power company had a workman on the phone ordering him to get to that school as soon as possible.

Volunteer: 19

Date: March 8, 1965

Site: Honda, Tolima

I spent the afternoon visiting my schools and talking about an audio-visual workshop this month and the art course we'll be having sometime in May when my paper from the States arrives. The teachers were a little skeptical about learning to teach art. But often I convinced them that it not only would be useful in their art class (they have to teach art once a week), but also in their other classes. I was especially thinking of ETV classes, which are geared to the creative side of learning. I only talked to a couple of teachers--the rest were directors. The directors were enthusiastic, the teachers shied away. Why, I don't know. I have a feeling because the director has the last word on such matters. I had books and magazines to show them what we would do, and they seemed interested. Some are going to have an art course.

Volunteer: 19

Date: March 10, 1965

Site: Honda, Tolima

It's not that the teachers in this school don't want to cooperate or that they are strictly defying what we suggest to them in the discussions after a teleclass, it's just that the teachers never are prepared and never use visuals. We have just begun working in this particular school and up until now they haven't done anything. There are a couple who have been following the guide as we suggested even though they were not receiving teleclasses. There is one teacher who is excellent--uses visuals, the guide, is studying modern math on his own, and is a good teacher in general (has a library in his room), but he is the only one. When we arrive at eight a.m. and two p.m. the teachers are just begining to organize and the TV classes are not in their rooms. There is a problem with the electricity and the wiring system of the school has to be changed, but that's no reason to weep or not be organized about things when the programs do come in. For two days now they have had ETV and still haven't gotten used to it. One particular teacher gives me the impression that he couldn't care less about ETV teaching in general. The second day he still comes to class unprepared. You can say "Please prepare the night before," and he repeats "But that subject was very limited" (speaking on the five different systems of the body), just so many times then you've had it. I'm at the point of telling him that he better shape up or else. They

Volunteer: 19

Date: March 10, 1965

Site: Honda, Tolima

Continued

don't seem to care one way or the other, and while the other teachers in other schools learned something from our course these apparently didn't pick up one thing. It's rather discouraging after such beautiful work you see in the other schools. One reason for their lack of enthusiasm I think, is that the director is weak--he can hardly control his own class, let alone a whole school of kids plus teachers besides. I guess we'll just wait out the week and keep plugging. They are having a workshop this Saturday, have planned their materials already so we shall see what happens.

Volunteer: 19

Date: March 11, 1965

Site: Honda, Tolima

We have spent four days in this particular school and have seen no positive improvement. It's not that the teachers don't want to cooperate; it's that they come to class unprepared, no visuals; there are two classes in one room because of electricity problems, which the "municipio" is supposed to fix and hasn't. In addition, teachers are generally poor, especially the director. It's a little discouraging to see, after one whole week of concentrated effort, nothing--no results. I've never run into a school with so many poor teachers and poor organization. All we can do is keep going to the classes and keep pushing the teachers to prepare. Someday it will sink in.

Volunteer: 19

Date: March 12, 1965

Site: Honda, Tolima

The fourth grade teacher in one of my schools was a real problem. I came to the classroom ten minutes late today and found this teacher in her room teaching Colombian history, instead of motivating in the TV room for Natural Science . After we got the kids lickety split into the room we had less than five minutes for a motivation. She proceeded to motivate on the human respiratory system instead of the circulatory system. I asked her to turn to the page in her guide for the day. She had the guide merely opened to the calendar of subject title in the front. After all this the program came on and we didn't have time to do anything. After the program the kids started filing out I asked her if she was going to do a follow up. She looked at me in a dodge and said she wanted to do it in her own room. I suggested she stick to the TV room. Then she explained that it was crowded in the TV room with lack of benches. Well, by the time we exchanged this "tête à tête" the fifteen minutes were up and it was time for "recreo." I asked her to come back to the room during "recreo." The conversation went "What happened? The organization here is terrible when I'm not here. Why weren't the kids in the room on time? You were ten minutes late for this class so you didn't even know the subject matter to be taught." She said, "When?" "Today, this morning; now." She explained that she had been teaching Colombian history and it was a very extensive

Volunteer: 19

Date: March 12, 1965

Site: Honda, Tolima

Continued

subject. By this time she was ready to drop the Natural Science discussion and find out what she was supposed to do for Mathematics. She whipped out her guide despite my efforts to continue what happened in Natural Science and so I wrapped up the discussion neatly with "The kids have to be in this room at 8:45--I'm not interested in Colombian history."

I came to find out she was three TV classes behind. She was going to motivate for a class three days ago, even though the TV teacher was talking on fractions for today. You see, "The children are behind." That makes sense! After the show we went to her room and discussed the schedule, I redid her entire schedule the way it should be with TV classes and subjects across the board. She is using it; has informed the other teachers and is prepared for all her classes now.

Volunteer: 19

Date: March 15, 1965

Site: Honda, Tolima

I have a little problem with one of my first grade teachers. At first I thought she wasn't prepared. Now I feel she just doesn't have it. She tells me she hasn't had time because she goes to see her sick father in Ibague. But when we read the guide together to get ideas she doesn't know beans about what she read. In fact she merely looks at the page. For Music I, she never fails to motivate for the past class.

For Music she doesn't lead the students in singing and for Lenguaje and Mathematics she's right up there discussing and leading them during the teleclass. I have told her several times not to talk during Math and Lenguaje, that it wasn't Music class where she should lead. I spent thirty minutes after Music class practicing a music exercise with her and her rhythms--she caught on a little of what I told her. She's so agreeable to my suggestions; shakes her head and smiles at me till it's ready to fall off her shoulders but you know darn well not a word has sunk in because she doesn't remember what you say. She once remembered the "individual response" suggestion I told her, but I guess it was too hard for her. After three or four individual responses she gave up.

What I am doing is patiently sitting through every first grade class with her. Maybe after two or three weeks she'll catch on and get the idea that preparation is the answer to the confusion in her class. The director

Continued

Volunteer: 19

Date: March 15, 1965

Site: Honda, Tolima

and the other teachers are working with her and helping.

Volunteer: 20

Date: March 1, 1965

Site: Armero, Tolima

The Sagrada Familia, a "bachillerato" level commercial school for girls also has all the fifth grade public school girls since the public schools are so crowded. Several of the nuns had expressed an interest in using the programs and they have a TV set, so we went to talk to the Mother Superior. The only thing she was interested in was that we should give them a TV set. We explained the rules for giving sets and that it was impossible to give them one since it wasn't a public school and only the fifth grade would be using it. She refused to accept the fact that we couldn't arrange to get them a set. Then she proceeded to tell us they couldn't use their set because it was for the "public" to see the literacy programs (which as far as we know from last year don't exist). We said the fifth grade girls were "public" and since the literacy programs were at night (according to her), didn't see any reason why the girls couldn't see the programs during the day. Her next excuse was that the fifth graders were in classes like the "bachillerato" students with a different teacher for each subject and the same teachers taught at all levels in the school. Therefore to adapt the fifth graders to the TV programs she would have to change the schedule of the entire school. When we left she said she would look at the schedule and think about it. It is fairly obvious that she has absolutely no intention of using the programs.

Volunteer: 20

Date: March 2, 1965

Site: Armero, Tolima

The director of the school greeted me with the news that two of his teachers had quit. A first and a second grade were without teachers and the director was trying to keep control of those two classes plus his own. This was a situation completely outside of our control, and I had decided before that I should avoid substitute teaching situations. All I did was ask why they quit--he said they were "bored" with teaching. That afternoon one new teacher was appointed and as far as I know the other class is without a teacher.

Volunteer: 20

Date: March 4, 1965

Site: Armero, Tolima

I went to one of the boys schools at nine a.m. to see if the electricity had come on yet--it hadn't. A large group of the boys were lined up walking down the road. I asked where they were going and they told me the priest had sent for them to go to confession. Again, there was nothing to say. The boys didn't return until almost eleven a.m. so they missed the programs that came on after the lights were fixed. Later that day I was talking to the fifth grade teacher and he said that their Natural Science program was at 10:05. He asked the priest to take the fifth graders first for confession and then he hurried them back to school just in time for their program.

It is that sort of interest and enthusiasm that is our reward in this job.

Volunteer: 20

Date: March 4, 1965

Site: Armero, Tolima

I was watching Social Science with a fourth grade class in a boys school. I went to see if the other fourth grade class was watching their program, but they weren't in the TV room. I looked around, but I couldn't find the missing class. During recess I found the teacher of the missing class and asked him if he saw the Social Science program. I was expecting some wild excuse for having missed the program, but he said that they had watched the program. I told him I had looked in the other TV classroom and they weren't there. He said they watched it in his classroom. I asked how the set worked without an antenna and he showed me that originally three antennas had been installed so they can use one set in either of two rooms. I had never known they had a third antenna. We all laughed and enjoyed a good joke on me.

Volunteer: 20

Date: March 8, 1965

Site: Armero, Tolima

During the class mentioned above there was, for some unknown reason, a second grade class wandering around in the hallway without a supervisor. There was a group of these boys watching the "Lenguaje" program. It is very distracting, especially to the younger group, to have other children wandering around, chatting etc. In Armero it is too hot to close the doors to the room especially when it contains 120 children. Twice the first grade teacher had gone to the door and shooed the second graders away but as soon as she walked into the room they would gather around the door again and she was far too busy with 120 students under her care to look after the ones outside too. Up until now I have been careful to be only an observer and to take no part in the direction of the class. When there are two authority figures in the room it divides the student's attention and also often makes the teacher in charge nervous. But in this case I thought it would be all right if I stood in the doorway to keep the other children away. I got into more than I bargained for. When we first came I think we could have handled any group here because we were a novelty. They were curious enough about us that they would listen to what we had to say. But we have been in and out of their class for four weeks now and they know we don't have any authority over them. As a

Continued

Volunteer: 20

Date: March 8, 1965

Site: Armero, Tolima

result these boys in the doorway had no intention of paying the slightest bit of attention to me. They are used to being hit so that mere words hold no meaning for them at all. The only success I did have was in staring a few of them down. They are so conditioned to being whacked over the head with a ruler that it would take quite a while to teach them to respond to anything else. This is one of the most frustrating aspects of our work in the schools. The teachers have no real rapport with their students which makes teaching methods like experience charts, class discussions etc., which we are trying to introduce, at best extremely difficult.

Continued

Volunteer: 20

Date: March 8, 1965

Site: Armero, Tolima

result these boys in the doorway had no intention of paying the slightest bit of attention to me. They are used to being hit so that mere words hold no meaning for them at all. The only success I did have was in staring a few of them down. They are so conditioned to being whacked over the head with a ruler that it would take quite a while to teach them to respond to anything else. This is one of the most frustrating aspects of our work in the schools. The teachers have no real rapport with their students which makes teaching methods like experience charts, class discussions etc., which we are trying to introduce, at best extremely difficult.

Volunteer: 20

Date: March 10, 1965

Site: Armero, Tolima

I was watching a fifth grade Social Science program at one of the boys' schools this afternoon. This teacher doesn't have very good control over his class and he seems to take the TV classes a bit casually to suit me. He is a rather quiet person and I find him extremely difficult to talk to. This afternoon his class meandered into the TV room and about one third of them brought their chairs. (This school has a separate room for TV but it has no furniture so each child has to bring his own chair. It usually works okay.) They all gathered almost on top of the TV set so the ones standing had to shove, scramble and practically climb over each other to see. They spent the first five minutes of the program trying to get settled into a place where they could see. The teacher said nothing. I was planning to have a chat with him after the class when the director of the school came in. He was distressed with the way the class was behaving. He came over to greet me and he made a comment on the behavior of the class. I told him I thought it would be much better if every student brought a chair to the TV room so they would at least be seated and able to see. He didn't say anything and left the room. When the program was over he came back to speak to the fifth graders. He really bawled them out and told them that from now on each one was to bring a chair and behave himself. When the class left the room the teacher didn't

Volunteer: 20

Date: March 10, 1965

Site: Armero, Tolima

Continued

say a word to me. It was definitely a tactical error to speak to the director before the teacher but I had planned to speak to the teacher after the class and I hadn't expected the director to come in and talk to the class. The next fifth grade class I visit there should be interesting.

Volunteer: 20

Date: March 16, 1965

Site: Armero, Tolima

I was observing a fourth grade Math program in one of the girls' schools. It was a program on addition of fractions with heterogeneous denominators. Enrique made it clear that the denominators must be made the same before you can add, but the manner of arriving at the common denominator was not well explained.

In this school there are two fairly small fourth grade classes and the teachers have been putting their two classes together for the TV classes. They are both very poor teachers. One is older and has been teaching for a number of years and at this point I have not figured out how to give her suggestions or constructive criticism. The other teacher is young, inexperienced and I hesitate to criticize her because it weakens the little self-confidence she does have.

The younger one did the follow-up after this particular program. She missed the point of how to get the common denominator and in her review of the program she did the problems all wrong. She did a good utilization because she used different numbers than those used in the problems on the program. That way she could tell if the children understood the concept. But she hadn't understood the concept herself. This is going to take time to work out. I am going to try to talk with this teacher before the Math program to see if she understands the concept to

Volunteer: 20

Date: March,16, 1965

Site: Armero, Tolima

Continued

be taught and to try to give her some encouragement and confidence.

Volunteer: 20

Date: March 25, 1965

Site: Armero, Tolima

I observed a first grade Music program in the school where there are four first grade classes and two TV sets. I still can't convince the teachers that the children aren't getting all they should out of the programs. The classes did their motivation of practicing old songs and clapping rhythms in their own classrooms. Then they came in and watched the program in which a new and more difficult song was taught. The sound transmission from Bogota was very poor that day so the words of the song were very difficult to understand and the children lost interest. After the class the teacher got up and said that now they would all sing the song. And she proceeded to start singing. The children didn't have the vaguest idea what the words were and they hadn't remembered a bit of the tune. It was embarrassing for the teacher and she just kept repeating the first verse with the class trying to sing but not knowing what they were doing. After the class I talked with the teacher and suggested that first she talk about the story the song tells and then repeat the words of the song with the children to be sure they understand what they are singing. I also suggested that she move her hand in the rhythm or time of the song in order to give them something to follow. She accepted my suggestions very well. I'll be anxious to see if she uses them.

To alleviate the crowded conditions in those classrooms we are going to install a third set next week in that school.

Volunteer: 20

Date: March 27, 1965

Site: Armero

As had been suggested by the Colombian coordinator for ETV in Tolima and the Volunteer leader, we had arranged to have the teachers from our four schools in Armero come together in two groups for the Saturday teacher orientation programs so that we could each be with one group all the time to see their progress and take part as a discussion leader for the discussions after the TV class. I was to be in "Escuela Santander" with the teachers of that school (women) and the teachers from "Escuela Gaitan" (men). During the week the Director at "Gaitan" told another Volunteer that his teachers didn't want to come to "Santander" for the classes because the teachers from different schools don't get along well together, they would just chat and not get anything done, the teachers who were in charge of extracurricular activities and school clean-up for that week wouldn't be able to get there on time, etc. He was told that I would be at "Santander" and if they wished to join the class there they would be welcome. When I went to "Santander" on Saturday all the teachers from that school were there except one, and no one from "Gaitan" came. I wanted the class to be very informal so the teachers would not hesitate to ask questions, and also so that they would feel like equal members of a discussion and not like a class with me as the teacher. The director of the school is a young woman who just graduated from normal school last year. She is younger

Volunteer: 20

Date: March 27, 1965

Site: Armero

Continued

and has had less experience than all of the teachers under her direction. It is a bad situation and she defends herself by being very bossy and acting "smart." It was evident from the beginning of the class that she had decided to give me trouble. She and two others behaved during the discussion like two year old children, shouting over one another, jumping out of their seats to put something on the blackboard and giggling. The director was absolutely rude to challenge directly what I said or to laugh at me. Several of the other teachers were obviously embarrassed and disgusted with the director as was I. At the time I didn't say anything because I was too upset and I felt I should think it over first. This next week I think if I am ever to work effectively and have their respect I have to let them know that I was thoroughly disgusted with them last week, and that I refuse to work that way. It should be an interesting day.

Volunteer: 21

Date: March 15, 1965

Site: Bogota

The first school I visited today was Fatima (1,500 students). When I asked the priest, who is the director of the school, if the TV was working he said yes. He then said that another padre was in charge of the TV program in the school so I was introduced to the padre--who told me that the TV was not working. We went to see the set; he told me that the set hadn't been working for a week. I asked him if he had the telephone number of the Peace Corps office. He said that he did. I asked why he hadn't called for a "tec" last week. He had no answer. I informed him that we were thinking of putting one or two more sets into the school. They have two old RCA sets fixed; we won't put new sets into this school until there is some attempt to get the other two sets fixed. I plan to work with this school as much as possible in these next few weeks, especially if two sets are put into one room--we will be creating a situation we have not had before and especial instruction will have to be given in how to make best use of the sets. Also there are many new teachers in this school--including the padre who is in charge of the TV programs--so perhaps a meeting with the teachers, the National ETV Supervisor and the local supervisor is needed.

Volunteer: 22

Date: March 3, 1965

Site: Libano, Tolima

This involves the "personero," students and teachers. We lack desks and chairs. So many that when students watch TV they sit, kneel, squat and stand in a row. When there are 180 first graders watching two sets without seats this as you can see creates problems.

I tell the "Jefe del Grupo" that he must get on the ball and do it--which he doesn't. We could go to the "personero" and probably get it done but we want to get the "Jefe del Grupo" or a supervisor to take the responsibility.

We have difficulties receiving supplies from the "personero." The situation is complicated by a political factor i.e., they have tried to remove him but cannot get a majority.

Volunteer: 23

Date: March 9, 1965

Site: Bogota

Afternoon a loss because both keys to the warehouse were unavailable and "tecs" couldn't get sets to install in two schools I was planning to visit with them and the TV supervisor. After waiting an hour for the key to show up, the project was abandoned for lack of time. I tried to see my supervisors at the secretariat as an alternative but both were out--one sick.

Volunteer: 24

Date: March 2, 1965

Site: Tunja

At Escuela Gratuita I was told by the director that the first fourth and fifth grades were moved to another school and that now they have grades three and two. This means there are not enough grades to maintain a TV set. She also wanted to know why there weren't any cooking class on the TV. I told her there wasn't enough money for all the academic classes. Then she wanted to know why the U. S. government couldn't give enough money through the "Alianza." My answer was that the U. S. government was unhappy with the way their money was being used and they just weren't going to give out money for everything.

Volunteer: 25

Date: February 25, 1965

Site: Medellin

I saw the lesson of a teacher with a really bad attitude today. For Music V she brought her class in just in time for the program--stood looking out the door with a pained look on her face during the program then dismissed the group for lunch. The Peace Corps Volunteer said nothing, "seems like that kind of a teacher--" "the undedicated type." She had to move from her classroom initially to make room for the TV. I said nothing because she was watching the last show of Music V the only fifth grade course she was responsible for.

Volunteer: 25

Date: February 26, 1965

Site: Medellin

A taxi driver took me to the wrong place so I didn't make it to one of my schools this morning; therefore I had to go back this afternoon.

Another frustrating incident was arriving at a school this morning to find two classes together watching a program. This was followed by me looking for a class because their teleclass was on and they weren't in the room yet. (The director of the school had been renamed to another position and another one hadn't come to take her place--perhaps this lack of organization was a result of change.)

Volunteer: 26

Date: March 3, 1965

Site: Libano, Tolima

In one of our schools we have the constant complaint that the TV set isn't working and that what's the use of using the set if the program is hard to see and if there are lines across the screen etc. So Tuesday I happened to have come in as we usually check to see if the set is okay and one teacher came up to me and said "oh the set's broken again." When I entered the room there was the teacher turning every button imaginable (we told them to turn the set on, and use the vertical button if necessary but nothing more). She had turned the vertical up high plus moving the horizontal button on the back. So I told them to leave the set alone, especially the buttons on the back. That I would straighten it up and they were only to turn the set on. Vamos a ver. (We'll see.)

Volunteer: 26

Date: March 14

Site: Libano, Tolima

There is no electricity today, which means all the morning programs are lost plus the second of the first two Teacher Training programs. Two weeks ago we went three days without electricity. Teachers grumble--we complain and ask questions like why isn't there any electricity. To which the light company replies "maybe we'll have light for this afternoon."

Glossary

Accion Communal: Colombian community development program with which Volunteers sometimes work.

Celador or celadora: A man or woman who lives in a building, often with his or her family, as a guard to prevent thievery. Most schools in Colombia have such a person, and such a person is almost a necessary condition for TV set installation to reduce the likelihood of the set being stolen.

Director: The head of a particular school; the school principal.

Guide: Regularly published booklet outlining the ETV curriculum on a day-by-day basis, with suggestions for utilization for the classroom teacher.

Horario: The schedule for ETV broadcasts.

Jefe de Grupo: A school teacher selected by the Department Secretary of Education to head teachers in a community; he is literally a chief of a group of teachers.

Lenguaje: Course in language skills, deportment and social behavior.

Municipio: Township administration.

Personero: A person employed by a community's city council to handle the affairs of the community; a sort of city manager.

Postobon: A soft drink company which had donated boxes to schools for seats.

Regletas: Small, colored wooden blocks used to demonstrate mathematical concepts; ideally, each child has his own.

Supervisor: The head of a large number of schools in a particular zone or area, which may include more than one community and several jefes de grupo.

Technica, "Tech" or "Tec": Peace Corps or Colombian ETV technician, installing and repairing TV sets.

Tinto: Black coffee; a coffee break.

TV base: A sturdy wooden stand for TV set, to insure adequate placement which schools are required to supply at their expense as a condition of TV set installation.

Usme: Suburb of Bogota.

ETV Sites

Armero -- is a town of 7,500* people. It is a cotton growing center located on a hot, dry plain in the Department of Tolima.
ETV was introduced in February, 1965.

Bogota -- is the capital city of Colombia and the country's governmental, financial and cultural center. It has a population of 1,697,400** and is situated at an altitude of 8,661 feet on a high plateau partially ringed by mountains. It is the largest and most varied of Colombia's cities, mixing narrow streets with broad avenues; Colonial Spanish with modern architecture; illiterate and provincial with cultured and cosmopolitan; Indian ruana with fashionable, if conservative, dress.
ETV was introduced in February, 1964.

Espinal -- is situated less than an hour from the Departmental capital, Ibague. Its small population lives off agriculture and services generated by the presence of a nearby army base.
ETV was introduced in February, 1965.

Fusagasuga -- clings to the side of the central mountain range. Its temperate climate has made it a favorite retreat for the residents of Bogota, only an hour to the north. Its population of 22,000* depends mainly upon limited commercial activities and provision of services for travellers who pass through its main plaza, a segment of the main artery from Bogota to the Pacific coast.
ETV was introduced in February, 1964.

Girardot -- is located in the Department of Cundinamarca, 88 miles south of Bogota. It is situated at the terminus of the Magdalena River at an altitude of 1,070 feet. The climate is hot and the rainfall heavy. The population of 50,000* lives primarily off the river trade.
ETV was introduced in February, 1964.

Honda -- lies at the junction of the Magdalena and Gauli rivers in Tolima Department at an altitude of 751 feet. This hot and humid market and inland port has a population of 21,000.*
ETV was introduced in February, 1965.

Ibague -- is the capital of Tolima Department. It lies at the foot of a mountain range at a height of 4,100 feet. Small industries and commercial activities support the 163,700** inhabitants. The city is a major point on the land route between Bogota and Cali and the Pacific coast and has prospered from the expansion of transportation through this region.
ETV was introduced in February, 1965.

Libano --a town of 29,000* people is located on a flat plateau at the end of an unpaved, winding mountain road. Libano's isolation is heightened by the fact that as recently as 1964 the surrounding area was a center of the rural banditry and murder known as "la violencia." Its climate is temperate and coffee is the major crop.

ETV was introduced in February, 1965.

Medellin -- is the capital of the Department of Antioquoia and is one of Colombia's major industrial cities. It produces more than 80 per cent of the country's textile output and is also the site of major beverage, cement, glass, tobacco, tile, power, chocolate and steel plants. Medellin, with a population of 773,000** is situated at an altitude of 5,046 feet and surrounded by high mountains.

ETV was introduced in February, 1965.

Soacha -- is a suburb of Bogota -- one of many independent townships on the southern rim of the city. Many of its inhabitants furnish Bogota with its lower level manpower.

ETV was introduced in February, 1964.

Tunja -- is the capital of the Department of Boyaca and one of Colombia's oldest cities (founded in 1539). Its population of 69,000** is situated at an altitude of 9,250 feet in an arid mountainous area.

ETV was scheduled to begin in July of 1964. However, transmission difficulties followed by a teacher strike lasting until the end of the semester in November prevented the program from operating until February, 1965.

*Howell Davies (ed.), The South American Handbook (42d ed.) London: Travel and Trade Publications, 1966.

** El Tiempo (Bogota), October 15, 1965.

Reports In This Series

This series supplants all previous reports on the two years of research conducted on the Peace Corps Educational Television Project in Colombia. There are 12 volumes -- 10 research reports, each dealing with a different aspect of the project, plus An Introduction, concerned with the organization and conduct of the research, and a concluding Overview, containing a summary of the major findings and some general observations on the project.

The title of the series: The Peace Corps Educational Television Project in Colombia -- Two Years of Research.

The individual volumes:

An Introduction to Research Reports No. 1-10.

Report No. 1: The Project as a Whole -- Organization, Expansion, and Adaptation.

Report No. 2: The Project's First Semester -- Pupil Achievement, Teacher Attitudes, and the Work of the Utilization Volunteer.

Report No. 3: Improving the Effectiveness of the Utilization Volunteer and the Utilization of ETV by the Colombian Teacher.

Report No. 4: The Colombian Teacher and the Utilization Volunteer -- Making ETV Work in the Schools of a Developing Country.

Report No. 5: The Day-to-Day Job of the Utilization Volunteer -- Structure, Problems, and Solutions.

Report No. 6: Instructional Television for the In-Service Training of the Colombian Teacher.

Report No. 7: Improving the Effectiveness of Peace Corps Efforts to Change Teacher Behavior.

Report No. 8: The Televised Curriculum and the Colombian Teacher.

Report No. 9: The Volunteers.

Report No. 10: Feedback to the Peace Corps on Project Progress -- Some Models and Suggestion.

An Overview of Research Reports No. 1-10.

BRIEF FACTS

The ETV Project: In 1963, the Peace Corps, with the financial support of the Agency for International Development (AID), agreed to help the Colombian government establish a nationwide educational television (ETV) system directed primarily at improving public education. The initial Peace Corps goal was to provide televised instruction for primary school pupils and their teachers. It was hoped that eventually the system could also provide instruction for adults in literacy, health, agriculture, and topics of general interest, and for students beyond the primary grades. The ultimate Peace Corps goal is to establish an ETV system operated independently by Colombia. The project was inaugurated in Colombia at the beginning of 1964. It has had two major concerns in achieving its initial goal: the production of televised courses, and the building of a receiving network of schools with television in which teachers would build their own teaching around the instructional "core" provided by the telecasts. During the project's first three years (1964-1966), the number of Volunteers assigned to the project by the Peace Corps who have worked closely with Colombians toward these goals has ranged from 66 to 88. Of these, about half a dozen have been concerned with the installation and maintenance of TV sets in schools, between slightly more than half to two-thirds working with teachers in schools on making ETV more effective, and the rest with the production of telecasts. During the first year, 10 courses were telecast for pupils, each consisting of two 15 minute telecasts a week, for a weekly total of 300 minutes, exclusive of repeated programs; during 1965 and 1966, 15 such courses were telecast, for a weekly total of 450 minutes exclusive of repeated programs. In addition, individual programs and short courses have been telecast for teachers. When telecasting began in February, 1964, the receiving network encompassed approximately 200 schools, 1,000 teachers, and 38,000 pupils; by the end of 1964, 500 schools, 4,025 teachers, and 153,000 pupils; by the end of 1965, 925 schools, 7,000 teachers, and 260,000 pupils; and by the end of this year, 1,250 schools, 8,500 teachers, and 350,000 pupils. Telecasting has been over the open network of the Instituto de Radio y Television, a semi-government agency which telecasts commercially in the evenings, and which also has provided studio facilities for ETV. To achieve its ultimate goal, the Peace Corps has been concerned with building a permanent, financially viable, and competent organization to assume the Volunteers' functions. At present, Peace Corps participation is planned to continue up to the middle of 1968. For more on the ETV Project itself, see Report No. 1: The Project as a Whole -- Organization, Expansion, and Adaptation, this series.

The Research: Because Colombia was the first country in which the Peace Corps undertook an educational television (ETV) project, it decided to provide for close, thorough, and continuing research, and late in 1963 contracted with Stanford University's Institute for Communication Research. The Institute maintained a staff in Colombia actively engaged in research for the first two years of the ETV Project, from January, 1964, through January, 1966. The titles of the final series of reports on its studies appear on the previous page. For more on the research as a whole, see An Introduction to Reports No. 1-10, this series.